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PEACE CORPS Volunteer

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Opportunities For Returning Volunteers

By mid-1963, the first Peace Corps Volunteers will be returning to the United States on completion of their two years of service overseas.

In recent weeks, numerous universities and other institutions have come forward with offers aimed at attracting returning Volunteers who have successfully completed their two years overseas.

An article starting on page 6 lists the information received thus far on scholarships, fellowships, teaching jobs, and other educational and institutional offers.

Advisory Council Started in Malaya

An early January meeting in Ipoh, Malaya, was the second conference of the experimental Volunteer Advisory Council recently set up by Volunteers.

The council, made up of eight Volunteers elected on a geographical basis, will give Volunteers a chance to share ideas and opinions on problems and policy with the Peace Corps Representative and his staff.

J. Norman Parmer, the Representative, said the council "will give the Volunteers a greater sense of participation in the total program, keep the staff better informed about Volunteer thinking and Volunteer problems, and reduce some of our ordinary administrative tasks."

Through the council Volunteers plan to propose ideas for improved administration as well as suggestions for present and future programs. The council will also supervise publication of the newsletter and create and organize special Volunteer programs.

Minutes of each meeting will be sent to all Volunteers in Malaya.

Among topics on the January agenda were the improvement of extracurricular activities and the problem of intercommunication among Volunteers working in the same field but stationed miles apart.

BANANA BUCKET lowers Volunteers John Shearer of Santa Rosa, Cal.; Carole Sojka of San Francisco; Diane Magri of East Norwalk, Conn.; (foreground) and Somali friends to a lighter after visit on board Italian banana boat calling at southern port of Merca. These are three of 42 Peace Corps teachers in Somalia. The photo was taken by Volunteer Boris Sojka.

Year Training Contract Signed For Latin America Volunteers

As part of a recently announced plan to step up its Latin American program, the Peace Corps has set up a community-development training program at the University of New Mexico to prepare almost 900 Volunteers for work in Latin countries.

This program stems from an increasing number of requests from Latin American countries for Volunteers.

Under a one-year contract, the first of its kind to be signed by the Peace Corps, 885 trainees for Latin American projects will train in 12-week shifts. A new training cycle will begin each month starting in February, when the first 65 are enrolled.

The University of New Mexico offers a unique location near lesser-developed areas suitable for field experience in both Spanish and Indian cultures, and has a climate which allows year-round training.

In addition, the University of New Mexico was chosen for this major training program "because it offers an exceptional faculty, a Latin American Studies department, and a language-training program," said Peace Corps Director Sargent Shriver.

Portuguese will be taught to trainees for Brazil, Spanish to those bound for other Central and South American countries.

A strong emphasis on Latin American programs has been written into Peace Corps budget proposals to be submitted to Congress.

Since Dec. 1, the Peace Corps has had more Volunteers in Latin America than in any other area of the world. Of the almost 3500 Volunteers now abroad, the largest number, 1111, is in 13 Central and South American countries.

By next June, the Peace Corps plans to have about 2250 Volunteers in Latin America.

Moyers, Proctor Are Promoted to Top Posts

Promotions involving two of the highest administrative positions in the Peace Corps Washington office have recently been announced.

• Bill D. Moyers, Associate Director of the Office of Public Affairs and recently Acting Associate Director of the Office of Peace Corps Volunteers, has been nominated by President Kennedy to be Deputy Director of the Peace Corps. The nomination must be confirmed by the Senate.

• Samuel D. Proctor, Peace Corps Representative in Nigeria, has been named Associate Director of the Office of Peace Corps Volunteers.

At 28, Moyers is one of the youngest presidential appointments ever presented for Senate confirmation. As Deputy Director, he will be the No. 2 man in the Peace Corps. The position has been vacant since the resignation last June of Paul Geren, who took a State Department post in Africa.

Peace Corps Director Sargent Shriver termed Moyers "one of the most capable young men serving in the federal government today. It is a great source of personal pleasure to me that the President has seen fit to nominate him for this important job."

Bill Moyers

Samuel Proctor

In 1956 Moyers graduated from the University of Texas. On a Rotary International Fellowship, he went abroad for study at the University of Edinburgh. On returning to Texas, he enrolled at the Southwestern Baptist Theological Seminary, where he studied for his Bachelor of Divinity degree while simultaneously serving as the seminary's director of information.

Public Career

Moyers's public service career began in 1954, when he served a summer internship in the office of Lyndon Johnson, then Democratic leader of the Senate.

Following graduation from Southwestern Seminary in 1959, he was about to sign a teaching contract at Baylor University when Senator Johnson, then majority leader, asked Moyers to become his personal assistant. Subsequently, Moyers became executive assistant to Johnson.

Directed Recruiting

On joining the Peace Corps in February, 1961, as Associate Director for Public Affairs, Moyers directed Peace Corps recruiting activities and co-ordinated the agency's relations with Congress.

Proctor, 41, is former dean of the seminary, vice president, then president of Richmond's Virginia Union University, and is now on leave of absence from the presidency of North Carolina Agricultural and Technical College, Greensboro.

Holds Theology Degree

He is himself a graduate of Virginia Union University, and holds a Doctor of Theology degree from Boston University. He did additional graduate study at the University of Pennsylvania and at the Yale Divinity School.

Shriver said Proctor "has proved to be one of the most popular as well as one of the most effective Peace Corps administrators in all of our 40 overseas programs."

The arrangement places Proctor in charge of all Peace Corps selection, training, and Volunteer administration.

Proctor is married and is the father of two sons, Herbert, 15, and Timothy, 14.

Unsoeld To Lead American Climbers In Everest Assault

William Unsoeld, Deputy Peace Corps Representative in Nepal, has been named climbing leader of the first all-American assault on Mount Everest, to be made this spring.

Unsoeld, 36, a former assistant professor of philosophy at Oregon State University, has been described by Norman Dyrhenfurth, over-all leader of the Everest expedition, as "one of the outstanding Himalayan climbers in America."

Unsoeld was with the 1949 Nilkantha Expedition, the 1954 California Himalayan Expedition to Makalu (the world's fifth highest peak), and the 1960 American Pakistan Karakorum Expedition.

Unsoeld will take a two-month leave of absence for the assault. He has been in Nepal with the 69 Peace Corps Volunteers assigned there since last September.

Mount Everest, at 29,028 feet the world's highest mountain, stands partly in Nepal and partly in China.

Rush on Brushes In Dulim Kedah

The request of a Peace Corps nurse for toothbrushes for Malayan village children was met by an American toothbrush company, which promptly shipped out 300 junior-sized brushes.

Postal employees in the village of Dulim Kedah may have wondered why the nurse, Volunteer Carol Ann Semeniuk of Oaklawn, Ill., was going to need 300 toothbrushes for her two-year stay in Malaya. But—so the reports indicate—the children welcomed them.

Brazil Volunteer Killed in Crash Of Jeep and Truck

Dale E. Swenson, a 26-year-old Peace Corps Volunteer from Amery, Wis., was killed in Brazil on Dec. 6, when his jeep and a truck collided.

Swenson, who was serving as Volunteer Leader in a 4-H agricultural extension project in Brazil, had been visiting Volunteers in the small town of Decardia and was headed for another location when the accident occurred.

Dale E. Swenson

He was the son of Mr. and Mrs. Melville E. Swenson of Amery. He entered the Peace Corps last January, trained at the University of Oklahoma, and went to Brazil in March.

Peace Corps Director Sargent Shriver praised Swenson as a superior Peace Corps Volunteer, whose responsibility, maturity, and leadership ability were recognized in his selection as one of four Volunteer Leaders of the Brazil group.

In Dale's memory, the 4-H Clubs of Polk County, Wis., have established a fund which will provide each year a $100 college scholarship for a selected student.

Big Al Gets Wish to Be A Volunteer

"All right, the party's over!"

• • •

Gone from the hills of Puerto Rico is this cry which, as a substitute for Reveille, has shattered the sleep of hundreds of Volunteers who trained at the two Peace Corps camps on the Caribbean island.

The cry and the lung power behind it belonged to Big Al Ferraro, who for 15 months served as an instructor, first at Camp Crozier and then at Camp Radley.

Big Al, 30, of Nazareth, Pa., is giving up his job in order to be what he always wanted to be: a Peace Corps Volunteer.

Al started training in June, 1961, with the first group of Peace Corpsmen bound for Colombia. He passed through training at Rutgers and then in Puerto Rico. But doctors thought his 320 pounds too massive, even for his 6-foot-2 frame. So the Peace Corps suggested that he temporarily fill an instructor's job at camp while he slimmed down.

BIG AL FERRARO is shown here with one of the many Peace Corps trainees he instructed in drown-proofing at Camps Radley and Crozier in Puerto Rico before he became a Volunteer himself. Drown-proofing is a tireless technique for survival in water.

All-Around Man

In this way, Ferraro became an all-purpose staff man, working in several phases of training. He also became a mainstay of trainees.

"At some time in the training cycle, nearly every trainee is about down for the count," Bill Byrd, director of Camp Radley, said recently. "Big Al always came around and put them back on their feet.

"He has a sense of how much to do—without doing too much. He has an uncanny sense of timing; he always knows when somebody needs a good word," Byrd said.

The camp programs were tailor-made for talents like Ferraro's. Through rock-climbing, drown-proofing (a tireless technique for survival in water), hiking, and other activities, the camps present trainees with obstacles—both mental and physical.

Try, Try Again

Their purpose is to show the trainee what he can do if only he will try: that calmness in times of stress will succeed when panic fails. The aim is to build in each trainee greater confidence in his own ability.

Big Al helped in this confidence-building, helped so much that grateful Volunteers overseas wrote him more often than they did other staff people.

One trainee reported troubles with the drown-proofing program: "I got scared in the water, and Big Al had to pull me out. He just told me to take it easy, that I could do it if I tried. I had a little talk with myself after that, and the next day I wasn't afraid."

Most Volunteers would agree that while Puerto Rico training builds confidence, "it knocks the stuffing out of you"—to quote one of them.

Fourteen months of it have knocked much of the stuffing out of Big Al Ferraro. Now down to 270 pounds, Big Al Ferraro is a Volunteer.

Volunteer Survives 3 Days at Sea After African Boating Accident

A Peace Corps Volunteer and a companion survived a three-day ordeal at sea following a boating accident in which two other companions drowned.

The accident occurred on a fishing excursion off the coast of Sierra Leone, a country in West Africa.

Volunteer Ellis McKinnon, 36, of Ponce de Leon, Fla., two priests, and a fisherman were returning to land at dusk on Dec. 19 when their craft, an outboard motorboat, capsized in the surf.

The four men tried to cling to the overturned boat, but during the night the fisherman and one of the priests were lost. By dawn the boat had been swept out to sea.

Righted Boat

Not until the next afternoon were McKinnon and his companion able to right the craft.

An air-and-sea search on Dec. 20 and 21 failed to find a trace of them, and it was not until Dec. 22 that a searching plane sighted the boat about 35 miles from its starting point but close to shore.

The plane landed on the beach, and men were recruited to swim out to the boat and tow it ashore.

Both Able to Walk

McKinnon and the priest were suffering from exposure and exhaustion, but they were able to climb into the plane without assistance.

McKinnon expected to resume his duties after a hospital rest. He teaches general science, biology, and agricultural science at St. Paul's Secondary School at Pujehun, Sierra Leone. He is a graduate of Florida A & M University, and he served in the Army as a captain.

7 More Home-Front Support Groups Started

Seven more community Peace Corps Service Organizations have been started since formation of the Los Angeles and Seattle groups was announced in the September issue of THE VOLUNTEER.

Formed by relatives of overseas Volunteers and by leaders of a variety of interested civic, business, labor, women's, and religious groups, these nine Peace Corps Service Organizations are aiding Peace Corps recruiting and service activities.

Besides the two in Los Angeles and Seattle, Peace Corps Service Organizations are now under way in Chicago, Milwaukee, Manhattan-Bronx, Brooklyn-Long Island, Louisville, Cincinnati, and Baltimore.

Subcommittees are being established to provide voluntary Peace Corps recruiting speakers, films, and literature to interested local audiences; to send books and other useful materials to overseas Volunteers; and to help provide hospitality to local visitors and students from Asian, African, and Latin American countries. Monthly meetings are featuring films and speakers on countries in which Volunteers are at work.

Members of the Seattle Peace Corps Service Organization provided Thanksgiving Day dinners and hospitality to Peace Corps trainees then at the University of Washington in Seattle.

One of the current projects of the Brooklyn-Long Island Peace Corps Service Organization is to encourage students and teachers at every high school in Brooklyn, Queens, and outer Long Island to consider forming school Peace Corps clubs.

Names and addresses of officers of the nine existing Peace Corps Service Organizations may be obtained from the Peace Corps Community Relations Section, Washington 25, D.C. Also available from the Community Relations Section is a list of "do's and don'ts" for those interested in forming a local Peace Corps Service Organization.

In 16 Months, 80 Volunteers Returned From Overseas

Eighty Peace Corps Volunteers have returned to the United States in the first 16 months of operation, according to figures of Dec. 20, 1962. Almost 3500 Volunteers are serving abroad in 38 countries. Another 900 are in training and scheduled to leave for service abroad in January and February.

Of the 80 who have been returned, nine were brought back to the United States for compassionate reasons—usually family illness or death. Nineteen were brought home for medical reasons; 15 have resigned.

Because of problems in adjusting either to their work or to living conditions, 33 Volunteers have been relieved of duty.

Included in the total are four Volunteers who have lost their lives. Two were killed in a commercial aircraft crash in Colombia on April 22, 1962. One died of a liver ailment in the Philippines on June 9, 1962. Another was killed in a highway accident in Brazil on Dec. 6, 1962.

Totals by Area

Of the total returned, 34 Volunteers have come back from Latin America, 22 from the Far East, 19 from Africa, and five from Near East-South Asia.

In discussing the problems of the returning Volunteers, Peace Corps Director Sargent Shriver said:

"Adjustment to a completely different culture is never easy. Loneliness, a feeling of isolation, and genuine homesickness often set in. Some can never overcome this. A few simply must leave.

"A few others don't work out despite a rigid selection process, and it is our policy to bring them home as soon as they show they will not be successful. The overwhelming majority, however, are making themselves right at home, are working hard, and are thoroughly enjoying the experience."

Transportation Home

A Peace Corps Volunteer is free to resign at any time during service abroad. The Peace Corps does not, however, automatically pay return transportation of a Volunteer who resigns before the end of his two-year commitment.

Each case of a Volunteer who desires to resign is reviewed by the Director before a decision is made on whether the Peace Corps will pay return passage.

Paper Drive Sends Parcels to Liberia

Thanks to Boy Scouts, scrap paper, and a co-operative community, a supply of school materials—new and used books, pens, paper, pencils, and crayons—is on its way to Liberia.

Explorer Post 46 of the Boy Scouts in Phelps, N.Y., recently held a scrap-paper drive to raise money to mail the school-supply packages to Volunteer Philip Salisbury, working at a rural school in northwestern Liberia. Salisbury is a former member of Post 46.

At present, he is teaching mathematics, science, and English in the Liberian school, which has about 100 students. It is staffed by two Peace Corps members and six Liberian teachers.

The scarcity of teaching materials prompted Salisbury to write home requesting help in collecting school supplies.

Denver Joins Cities Granting Teachers Peace Corps Leave

The number of American school systems granting two-year leaves of absence to teachers who join the Peace Corps is increasing. Denver is the latest major city to adopt a Peace Corps-leave policy.

Among other large cities that have acted to encourage their teachers to serve as Volunteers are New York, Philadelphia, Chicago, Kansas City, and Los Angeles. Several smaller communities also have adopted or are now considering similar action. There is variation from city to city in regard to benefits and protective features, such as status, salary-level, and service credit, as well as retirement.

For example, New York and Philadelphia leave policies specifically insure pay advancement and service credit while the Peace Corps Volunteer is teaching abroad. Both have recommended to Teacher Retirement Boards that retirement credit be granted to teachers on leave. The Denver policy credits sick leave, salary increments, and retirement allowance as well.

For some time the American Assn. of School Administrators has recognized that overseas service of teachers is valuable not only for the host country but also for the growth of the teacher himself. AASA has urged school boards and superintendents to adopt appropriate policies on leaves for teachers.

Set for Iowa U.

Coaches, Teachers to Enter Indonesia Project Training

About 30 Peace Corps trainees will enter the University of Iowa in February in a program to supply athletic coaches and English teachers requested by Indonesia.

Indonesia, a South Pacific republic composed of 3000 islands with a population of about 95 million, will be the 45th country to receive Peace Corps Volunteers.

Coaches and athletic instructors will make up most of the group. They will assist in Indonesia's nation-wide sports program designed to promote physical fitness and a sense of national unity. The program recently was reinforced by the establishment of a Ministry of Sport and National Academy of Sport.

Peace Corps coaches and athletic instructors will work through principal schools to train students for the academy as well as athletic teachers for the country.

They will also organize and train local teams from which Indonesia's teams for international competition will be drawn.

Peace Corps teachers will assist the Ministry of Education in programs for instruction in English, which is Indonesia's second major language. English is required in secondary schools.

The training program at Iowa will run for 12 weeks. Forest Evashevski, nationally known as a football player and a coach and now director of athletics at Iowa, will teach in the training program.

Jay Maryanov, professor of political science and former Deputy Peace Corps Representative in Malaya, will be in charge of area studies.

In seeking out coaches for the program, Tom Rosandich, an American who serves as Indonesia's national track coach, toured the United States to explain Indonesia's plans to develop athletes for national and international competition.

Rosandich is a graduate of Wisconsin State College. He is a former Marine and former coach of Marine track teams, and has served as a State Department "good-will ambassador" in coaching track in more than 40 countries.

DATA Is Ready For Questions From Volunteers

Volunteers seeking answers to such questions as "How can this country's cloth-weaving productivity be increased?" or "What kinds of vegetables grow best at 5500 feet?" are invited to submit queries to DATA International.

DATA (Development and Technical Assistance) is an organization devoted to supplying free information to assist persons abroad who have technical problems.

Dozens of Peace Corps Volunteers already have made use of VITA (Volunteers for International Technical Assistance), an organization of scientists and engineers who offer free service in solving overseas technical problems.

DATA is organized in similar fashion. Five hundred specialists across the United States respond to questions forwarded to them by DATA. Both DATA and VITA can handle a wide variety of technical and scientific requests.

Because the number of Volunteers abroad will double by 1964, the help of DATA is being made available as an additional support service to meet the increasing demands for technical assistance.

The address of DATA International is 437 California Ave., Palo Alto, Cal.

Song and Record Cite Volunteers

The Kingston Trio has dedicated a new song and a new album of folk songs to Peace Corps Volunteers. "The New Frontier" is the title of the album and also of the song, written by trio-member John Stewart.

Stewart said: "When I first heard the words 'The New Frontier,' I said to myself, 'A phrase like this needs to be sung'; and like all memorable words of history this to us is a phrase of action, as is now being demonstrated and put into reality by such people as the Peace Corps Volunteers. And so, to these unselfish Americans, we dedicate this song and this album."

Because of the inordinately large amount of space required to list the names of Volunteers going overseas, THE VOLUNTEER is discontinuing its feature, Latest Overseas Departures.

NURSES IN TANGANYIKA

FIRST STEPS for patients at Princess Margaret Hospital in Dar es Salaam are guided by Patsy Mason of Easthampton, Mass., one of 27 Peace Corps nurses working in hospitals in three Tanganyikan cities.

TIME OFF takes nurses Mary Briggs of Fort Lauderdale, Fla., and Patsy Mason to Dar es Salaam beach, where they sit on a fishing boat pulled up on the sand and talk with a young Tanganyikan friend.

WARD WORK is one of several daily duties for nurse Mary Stafford of Laconia, N. H., shown here with patients at Princess Margaret Hospital. The Peace Corps nurses have been in Tanganyika since last September.

Opportunities for Returning Peace Corps Volunteers

Ever since the Peace Corps was established, leading citizens have expressed deep interest in the return of Peace Corps Volunteers.

As the first Peace Corps groups to go overseas near completion of their service, numerous organizations and educational institutions are indicating specific interest in attracting returning Volunteers. The Division of Volunteer Field Support is serving as the clearinghouse for this information.

THE PEACE CORPS VOLUNTEER here describes opportunities for Volunteers successfully completing their Peace Corps service. In subsequent issues and in continuing correspondence with individual Volunteers, the Division of Volunteer Field Support will announce new opportunities as they develop. Volunteers should address questions to Pat Kennedy, Chief, Division of Volunteer Field Support, Peace Corps, Washington 25, D. C.

Information about employment and educational opportunities has been sent to all Peace Corps Representatives.

Fellowships and Scholarships

A number of universities have established special Peace Corps fellowships and scholarships for qualified Volunteers who successfully complete Peace Corps service.

Michigan State University is offering 20 or more graduate assistantships in a wide variety of fields for former Peace Corps Volunteers. These assistantships will be available beginning with the 1963 fall term and will be of at least one-year duration. Each will carry a stipend of $2000 to $2200 per academic year, plus waiver of out-of-state tuition.

Graduate programs leading to both master's and doctor's degrees are offered in the following colleges: Agriculture, Arts and Letters, Business, Communication Arts, Education, Engineering, Home Economics, Natural Science, Social Science, and Veterinary Medicine.

Michigan State invites interested Volunteers with bachelor's degrees to write for information and application forms as soon as possible. Completed applications should be received in East Lansing by Mar. 1, 1963. Write to: Peace Corps Assistantships, Dean of Advanced Graduate Studies, Michigan State University, East Lansing, Mich.

Georgetown University has established two scholarships for Peace Corps Volunteers. The scholarships will cover the entire cost of a Volunteer's studies and will be available each year. Winners may select whatever course of study they prefer, either graduate or undergraduate, including medical or legal training. Plans are under way to increase the number of scholarships by the fall of 1963. Volunteers interested in these scholarships should write to the Rev. George S. Dunne, Assistant to the President, Georgetown University, Washington 7, D. C.

New Mexico State University has reserved 10 graduate assistantships for qualified applicants to the Graduate School who have completed successful service as Peace Corps Volunteers. To meet graduate and living expenses, graduate assistants receive compensation for services. For information, write Dean of the Graduate School, New Mexico State University, University Park, N. M.

Yeshiva University, through its School of Education, is offering fellowships in its special program, Project Beacon, to returning Volunteers. Project Beacon is a novel program of graduate training for the preparation of leadership personnel to serve schools in socially and culturally disadvantaged communties in any of the following fields: educational psychology, school psychology, therapeutic education, guidance, school administration, curriculum supervision, teaching of special classes (for the mentally retarded), teaching of regular classes (kindergarten to sixth grade). All programs lead to state certification as well as master's degree, advanced professional diploma, or doctoral degree.

Volunteers will be given priority in competition for 20 fellowships, assistantships, traineeships, and internships for full-time students (valued from $1800 to $2400 plus tuition per academic year). A number of these fellowships will actually be reserved for qualified Peace Corps Volunteers. In addition, a number of university scholarships offering one-half tuition remission for full-time students who have not been residents of New York State will be specifically reserved for Volunteers.

For additional information, write to Dean Joshua Fishman, Project Beacon, Graduate School of Education, 110 W. 57th St., New York 19, N. Y. Please specify specialty, field, and degree level in which you are interested.

State University of New York at Buffalo, through President Paul S. Bulger, recently announced that it has set aside two special Peace Corps scholarships. The scholarships may be used by candidates for either bachelor's or master's degrees. Volunteers should write: Dean Charles P. LaMorte, State University of New York, Buffalo, N. Y. Dean LaMorte is the Peace Corps liaison officer.

Cornell University offers a large number of international programs, with special emphasis on language and area studies in Southeast Asia, South Asia, and Latin America, and studies in the field of international agricultural development and comparative education.

The broadest consideration for admission and financial assistance will be given to applications from Peace Corps Volunteers. Although a wide range of scholarships, fellowships, and assistantships and other grants is available to Cornell applicants, the university is working to establish two special annual fellowships for returning Volunteers. The record of Volunteers' Peace Corps training programs as well as any supervised field work will be taken into consideration for award of advanced-standing credit. For applications and further information, write to either the Office of Admissions for Undergraduates or the Graduate School, Cornell University, Ithaca, N. Y.

University of Chicago, through its Comparative Education Center, has established two full-tuition-and-subsistence scholarships for qualified Peace Corps Volunteers.

Volunteers are also encouraged to compete for four National Defense Education Act scholarships.

The center is oriented towards research and has a marked social-science and interdisciplinary bias. The center emphasizes the relationship between education and socio-economic development in underdeveloped areas.

The center wants to receive applications from Peace Corps Volunteers who have B.A.'s, preferably with a social-science background, and who are prepared to do field work and research in addition to studies at the university. Interested Volunteers should immediately send a full biographical statement (including previous education and experience) and transcripts to Dr. C. Arnold Anderson, Director of Comparative Education Center, University of Chicago, Chicago, Ill.

University of Notre Dame, through its president, Father Theodore M. Hesburgh, has established special Peace Corps fellowships for graduate study. Interested Volunteers are urged to write the Dean of Graduate School, University of Notre Dame, South Bend, Ind.

The American Institute of Foreign Trade prepares young Americans to assume posts abroad in international business management and government

service. The institute offers major programs of language, area, and international-commerce study. Special preference will be given to any qualified returning Peace Corps Volunteer with a liberal-arts bachelor's degree. The institute is planning to establish two special Peace Corps scholarships. Details on them will be available soon. Interested Volunteers should write Dr. Carl Sauer, American Institute of Foreign Trade, Box 191, Phoenix, Ariz.

Other Educational Opportunities

Columbia University Teachers College is currently considering special tuition fellowships for Volunteers who satisfactorily complete service as Peace Corps teachers. The fellowships will be for graduate work in education. Details will be announced in THE PEACE CORPS VOLUNTEER.

University of New Mexico is now preparing a plan for special Peace Corps fellowships and possible waiver of out-of-state tuition for returning Volunteers. The university also is interested in recruiting Peace Corps Volunteers who have served in Latin America to work with the university's Peace Corps Training Staff. Applicants should write to Dr. Harold Enerson, University of New Mexico, Albuquerque, N. M.

Colorado State University is designing programs for returning Peace Corps Volunteers and will shortly issue a special brochure. Graduate programs combining cultural studies and foreign languages with engineering, agriculture, water-resource development, political science, and teaching-English-as-a-second-language are available. CSU is also developing an area program for South Asia and is interested in attracting Volunteers returning from that area. CSU's program will involve special teaching and research assistantships, all of which include a waiver of tuition for returning Peace Corps Volunteers. Write Colorado State University, Fort Collins, Col.

Northern Illinois University is currently investigating proposals to grant academic credit in recognition of Peace Corps training and of successful completion of professional overseas assignment. It is also studying the availability of special scholarship aid to help Volunteers achieve their academic goals. Because of its Center for Southeast Asian Studies and Training, NIU will likely concern itself primarily with the needs of Volunteers who satisfactorily complete their service in Malaya, North Borneo, Sarawak, Thailand, Indonesia, and the Philippines. Interested Volunteers should write to the Director of the Center for Southeast Asian Studies and Training, Northern Illinois University, De Kalb, Ill.

Post-Peace Corps Plans of Volunteers

In September, the Division of Volunteer Field Support sent detailed questionnaires on post-Peace Corps plans to all Volunteers who will complete their two years' service in 1963. At this writing, 354 completed questionnaires have been received from Chile, Colombia, East Pakistan, Ghana, Nigeria, Philippines, St. Lucia, Sierra Leone, Thailand, Tanganyika, and West Pakistan.

The Volunteers' post-Peace Corps plans are summarized below. The percentages reflect the interest held by many Volunteers in more than one pursuit.

	Per Cent	Volunteers
Continue education in U.S.—70 per cent overseas—30 per cent	62	219
Work for Peace Corps	30	107
Work for other government agencies	33	116
Work for international organizations	20	71
Teach	14	52
Work for private business	13	45
Work for nonprofit groups	10	35

Almost 65 per cent of all Volunteers expressed a preference for working, immediately or eventually, in overseas service. Although only 13 per cent of the Peace Corps' teachers had taught before entering the Peace Corps, 25 per cent of them now plan to make teaching their career.

Teaching

A number of teaching opportunities for Peace Corps Volunteers have recently been brought to the attention of the Peace Corps.

California school districts want to employ returning Peace Corps teachers in elementary and high schools and in junior colleges. Volunteers who are college graduates and have taught for two years in the Peace Corps can count overseas teaching in lieu of the standard student-teaching certification requirements. In addition, credit given by universities for Peace Corps training programs will be recognized by the state as credit towards the number of education credits required for professional certification. Peace Corps teachers who are at present not fully qualified for state certification will be expected to fulfill a minimum of course requirements, within a reasonable length of time, for eventual full certification.

Interested Volunteers should write to Dr. Carl Larson, Director of Teacher Education and Certification for California, State Department of Education, Sacramento, Cal.

Chicago, Ill., through Dr. Benjamin Willis, general superintendent of schools, has expressed interest in hiring Volunteers on completion of service. The Board of Education wants teachers for positions ranging from kindergarten through junior and teachers' colleges. The Chicago school system will provide a provisional certificate to Volunteers with liberal-arts degrees who are interested in teaching, regardless of Peace Corps assignment. Completion of certification requirements will be permitted over a period of time. Interested Volunteers should write to Dr. Benjamin Willis, General Superintendent of Schools, Board of Education, 228 N. La Salle St., Chicago 1, Ill.

Menominee, Mich., wants returning Volunteers as elementary, junior-high, and high-school teachers. The school superintendent will undertake to obtain the necessary certification for qualified applicants interested in teaching on the secondary level. No certification is required for elementary-school teachers. Interested Volunteers should write to Alex Nelson, Superintendent of Schools, Menominee, Mich. The deadline is Apr. 1.

Phillips Exeter Academy, Exeter, N. H., has expressed specific interest in recruiting faculty members who have had Peace Corps teaching experience.

Exeter, a privately-supported four-year boarding high school, now draws 775 students and 85 teachers from all parts of the United States, as well as from foreign countries. Virtually all its graduates go on to college.

In seeking faculty members, the school looks for men with at least a B.A. While the main part of his job is classroom teaching, the faculty member also serves as faculty adviser to 10-15 boys in his house or dormitory, and normally helps with coaching sports and with one of the 30 or 40 student organizations: literary, dramatic, scientific, and the like.

The academy ordinarily appoints its new faculty members in December, January, and February. The school is currently interviewing and corresponding with candidates for open positions in English, French, religion, science (physics-chemistry), and history in the academic year 1963-64.

Volunteers interested in applying now for next fall should get in touch immediately with the headmaster, William Saltonstall. (Those who are interested in a later arrangement might also let him know.) Please include your name, birth date, current address, major field of study, college, family status (single, married, children), and something of your capabilities to assist in extracurricular activities. In the absence of the normal interview, include the names of three or four references. Write William Saltonstall, Headmaster, Phillips Exeter Academy, Exeter, N. H.

Phillips Academy, Andover, Mass., is interested in employing Peace Corps Volunteers qualified to teach in various subjects. Andover is an independent four-

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Opportunities For Returning Volunteers

(Continued from page 7)

year college-preparatory boarding school for boys. It has a student body of 838 and a faculty of more than 100. The students, one-third of whom are on scholarships, represent almost every state in the union and many foreign countries.

The curriculum includes a required core of studies (English, mathematics, foreign language, history, science) with a wide range of electives, including art, music, philosophy, public speaking, and Russian.

Andover will have in September, 1964, openings for full-time instructors in various subjects and openings for teaching-fellows. A brochure on the teaching-fellows program is available.

Though it is late for this year, there is a remote chance that Andover will consider one or two Peace Corps teacher candidates for September, 1963. Address communications to the Headmaster, Phillips Academy, Andover, Mass.

St. Louis Country Day School, a college-preparatory school for 440 boys, is interested in adding returning Peace Corps Volunteers to its faculty.

The school, located in the outskirts of St. Louis, sends virtually all of its graduates to college. Its curriculum emphasizes intensive work in modern languages; five years of French, German, Russian, and Spanish are offered, and each student is required to take at least four years of one of these languages.

Candidates for teaching positions in any field should have at least a bachelor's degree and preference will be given to men with prior teaching experience (whether in the Peace Corps or before) and to men able to help in extracurricular student activities.

The school will be accepting applications in February and March for teaching positions in the 1963 fall term. Interested Volunteers should write to Hugh N. Johnson, Acting Headmaster, 425 N. Warson Rd., St. Louis 24, Mo.

Other Opportunities

A number of other opportunities for returning Volunteers have been brought to the attention of the Peace Corps.

The National Commission for Social Work Careers, sponsored jointly by the Council on Social Work Education and the National Assn. of Social Workers, reports that social workers are needed in all kinds of social work and in social-welfare programs. The commission will assist returning Volunteers interested in careers in social work and can supply information on social-work careers and education opportunities for training in social work. Write to Miss Mary R. Baker, National Commission for Social Work Careers, 345 E. 46th St., New York, N. Y.

The National Federation of Settlements and Neighborhood Centers, "impressed by the work and philosophy of the Peace Corps Volunteers and by their dedication and high level of service," is interested in helping Volunteers to find suitable employment in the field of social work and to provide career consultation for them on their return to the United States. Peace Corps Volunteers interested in careers in community-service work are invited to use the federation's personnel service. Volunteers should write to Herb Leibowitz, National Federation of Settlements and Neighborhood Centers, 226 W. 47th St., New York, N. Y.

The Community Development Foundation is looking for field representatives in community development. Field representatives would be concerned with counselling Latin American villages in the development of community-development projects, and certifiying for rations from the Food for Peace program for people who had worked on approved

AFTER BUSY DAY in field, Volunteers Michael Dillon (left) of West Palm Beach, Fla., and Charles Loughran of Pittsburgh relax with counterpart worker in Azua.

Dominican Republic

From the original force of 24 Volunteers who arrived last July to work in agriculture and in community development, the Peace Corps project in the Dominican Republic is growing in size and diversity so that by April, 150 more Volunteers will be working as English teachers, foresters, well-drillers, school-builders, and co-op advisers. The Volunteers pictured here work in projects involving water supplies, irrigation systems, schools, housing, chicken-raising, and 4-H clubs. One Volunteer is teaching the use of adobe for building; another is investigating clays for use in bricks and ceramics projects.

Peace Corps Photos by Paul Conklin

BASEBALL GAME in pasture is observed by Volunteers John Greenough (left) of Fort Smith, Ark., and Vernon Guilliams (hands on hips) of Butterfield, Minn., at Las Matas, where 4-H garden projects are under way. Dominican players in U. S. spur home interest in baseball.

projects. Field representatives would work in rural communities in Latin America. The Community Development Foundation would like applications from Volunteers who satisfactorily complete Peace Corps service in community-development projects in Latin America. Volunteers should be fluent in Spanish. Interested Volunteers should write to Glenn Leet, Executive Director, Community Development Foundation, 345 East 46th St., New York 17, N. Y.

The Houston Chronicle, wants to employ returning Volunteers who plan to work in journalism. Interested Volunteers should write William Steven, Editor, The Houston Chronicle, 512 Travis St., Houston 2, Tex.

The National Assn. of Intergroup Relations Officials is the professional socicety for persons engaged in the fields of civil rights, civil liberties, and human relations. Among agencies represented in NAIRO are American Jewish Committee, American Civil Liberties Union, American Jewish Congress, Anti-Defamation League of B'nai B'rith, Committee on Racial Equality, National Assn. for the Advancement of Colored People, Urban League, President's Committee on Equal Employment Opportunities, National Conference of Christians and Jews, and Encampment for Citizenship.

To assist Volunteers who are interested in careers in these fields and who meet the requirements and standards of the agencies, NAIRO will circulate the names and qualifications of Peace Corps Volunteers to member agencies. For information write: Frederick B. Routh, Executive Director, National Assn., of Intergroup Relations Officials, 2027 Massachusetts Ave., N.W., Washington 6, D. C.

Ken R. White, Consulting Engineers, wants to interview Peace Corps Volunteers who have completed service as civil, highway, mechanical, and electrical engineers and as construction supervisors. Interested Volunteers should write Cleo F. Shook, Director of the International Division, Ken R. White, Consulting Engineers, 1025 Connecticut Ave., Washington 6, D. C.

Peace Corps Staff Opportunities

Director Sargent Shriver recently announced that the Peace Corps plans to hire up to 100 Volunteers who complete their service in fiscal year 1964 (July, 1963, through June, 1964).

Shriver said, "When the President addressed the Peace Corps staff on June 14, he said he hoped Volunteers would continue in the federal service after they had completed their assignments in the Peace Corps. Peace Corps Volunteers, he pointed out, 'are exactly the kind of people whom we want to get into the Foreign Service—the kind we need.'

"The dedication of the Volunteers to the Peace Corps and their experience in the field," Shriver continued, "are obviously ideal qualifications for Peace Corps staff positions. For that reason, I hope that in several years the majority of the Peace Corps staff will be made up of men and women who have served overseas as Volunteers. The entire Peace Corps will greatly benefit from the ability and insight they will bring to the program."

Although interest in hiring returning Volunteers has been expressed throughout the Peace Corps, a survey of staff needs for the coming fiscal year indicates that nearly half the available positions will be overseas. The remainder will be in the various divisions in Washington and in Peace Corps training institutions. In addition, there will be a number of opportunities for Volunteers to serve as Volunteer Leaders.

A Volunteer (or Volunteer Leader) interested in either staff or Volunteer Leader positions should write, through his Peace Corps Representative, to Pat Kennedy, Division of Volunteer Field Support, indicating preferences about type or place of assignment and probable date of availability for employment.

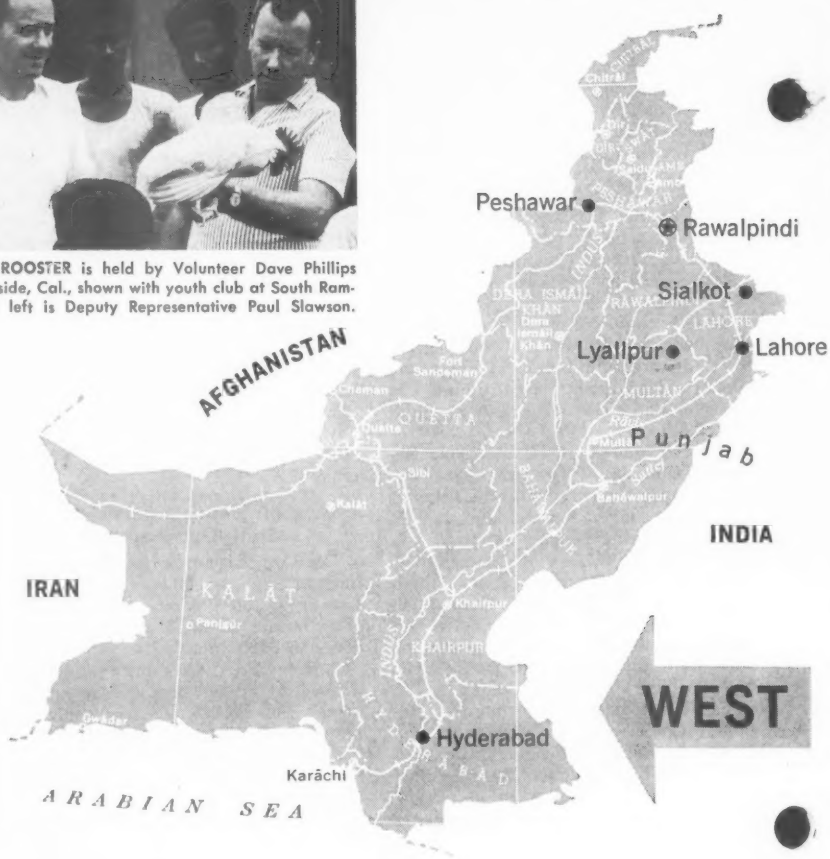
IT'S MILK—not the Guernsey kind he used to test back in Dallas, but coconut milk that quenches thirst of Marion Ford (right) on a farm visit. Marion co-ordinates Volunteers and government extension.

SOIL TEST is part of program of Bennie Barela of Las Cruces, N. M., who teaches 4-H Club boys how proper fertilization and irrigation can increase productivity of their vegetable gardens at their school in Boni.

LECTURING IN SPANISH, Volunteer Jess Stone of Englewood, Col., speaks to parents about adding kitchen to school so children can have hot lunch. Parents were asked to raise necessary money (about $20).

TALKING SHOP, Pakistani lecturer (right) and Peace Corps zoology teacher Freeman McKindra of Springfield, Ark., study museum exhibit.

WHITE ROOSTER is held by Volunteer Dave Phillips of Riverside, Cal., shown with youth club at South Rampur. At left is Deputy Representative Paul Slawson.



Pakistan Facts

Pakistan was founded in 1947, when the British withdrew from India, and the subcontinent split along religious lines. Muslim-controlled parts of India became Pakistan, forming the largest Muslim country in the world, and Hindu-controlled sections became the Union of India. The west wing of Pakistan is as large as Texas and Louisiana combined; the east wing is somewhat smaller than Wisconsin. Together they have a population of about 100,000,000.

Kingston Berlew is Peace Corps Representative in Pakistan. He is a graduate of Wesleyan University and of Harvard Law School, where he was editor of the Law Review in 1953-54. He has been legal counsel for the Near East-South Asia branch of the Agency for International Development.

By Kingston Berlew

Pakistan, a country of 100,000,000, the sixth most populous in the world, is split in two parts by the 1000-mile breadth of India. The principal bond between the people of East and West Pakistan is the Islamic religion and an intense desire to maintain an independent Islamic state. Also of primary importance are a forceful statesman, President Ayub Khan, and Pakistan International Airlines, perhaps the best-run airline in the world, without which an all-Pakistan Peace Corps—or all-Pakistan anything else—would be virtually impossible.

East and West Pakistan are markedly different in culture, language, terrain, climate, and people. East Pakistan Volunteers learn Bengali, work in the endlessly green fields and bamboo villages, watch the monsoon floods envelop what seems to be every bit of land except some floodproof houses and roads, often travel by river boat and bicycle rickshaw, and are mostly confined by the lack of roads to the immediate area in which they work.

There are 55,000,000 people in East Pakistan, 45,000,000 in West Pakistan. The 10,000,000 fewer people of West Pakistan, however, live in an area six times as large as East Pakistan. The West Pakistan Volunteers learn Urdu with its Arabic script, Pushto, Sindhi, or Punjabi. They become intimately familiar with the omnipresent mud of the monsoon season and the dust of the rest of the year. Towns and villages are largely constructed of mud and cowdung, and the black-and-white dress of the villagers emphasizes the Arab influence in contrast to the colorful Oriental costumes of East Pakistan. The ancient Muslim call to prayers is heard from the top of every mosque in both wings of the country five times a day starting at 5 a.m.

Economic Development

Less dramatic than the cultural differences but more significant to the job of a Volunteer are the evidences of economic development. These are apparent throughout both wings of the country in the form of new dams, irrigation projects, factories, educational institutions, roads. Furthermore, new priorities and values are manifested by the men responsible for moving their countrymen above the level of poverty common to 95 per cent of Pakistan's people.

The 119 Volunteers in Pakistan (as of December, 1962) are located in almost every area of Pakistan: the ancient bazaar city of Peshawar near the foothills of the Himalayas; the old desert city of Hyderabad in the Sindh; the villages of Dhamke and Bucheki in the Punjab; Noapara and Shoastipur villages in the Ganges-Kobadak area of East Pakistan; the port city of Chittagong; the tea-growing center of Sylhet, and many other villages, towns, and cities.

First Year

There have been dramatic evidences of success during the first year in Pakistan. Bob Burns (St. Louis, Mo.) at Comilla Village Academy engineered and inspired the construction of irrigation and flood-control ditches which prevented disastrous floods and saved a $750,000 rice crop for the first time in 10 years.

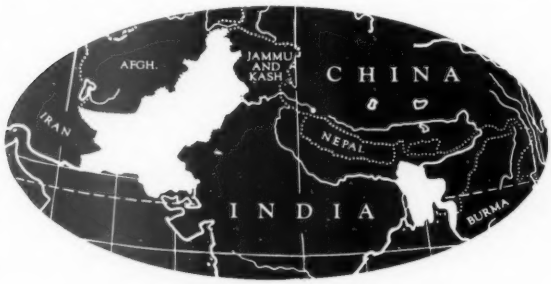
Bob Taylor of Oakdale, Cal., at the same institution developed an economical rice parboiler which uses rice husks for fuel. Regina Ruhl (Seattle, Wash.), nurse at Janki Devi maternity hospital in Lahore, has saved the lives of more than one baby with mouth-to-mouth respiration and a self-improvised incubator.

There are many other instances of concrete achievements by Volunteers which can be pointed to with pride.

SCHOOL CONSTRUCTION is discussed by Volunteer Kenneth Hampton, community developer in Sialkot, his co-worker (in sweater) and mason.

UNDERNOURISHED BABY is examined by Volunteer Pat Rupel of Bronx, N. Y. Pat is one of two Volunteers serving at Lyallpur hospital.

PEACE CORPS GROUP surrounds Pakistan's President Ayub Khan on visit to Peshawar. Back to camera is Representative Kingston Berlew. Volunteers Dick Beens (left), Bill Lorah, Dick Smith, and Ralph Cole listen in.



PAKISTAN

Two-part country acts to solve big problems

These are the stories most often told, and the ones best understood and appreciated by the American public.

There is no reason to be ashamed of these accomplishments; they are real and oftentimes significant. But the Volunteers, almost without exception, feel that such stories do not present a true picture of Volunteer life in Pakistan. Those of us who have watched Volunteers work during their first year in Pakistan know they are right. We also know that their efforts and accomplishments cannot be even remotely understood or measured without some clear comprehension of what their day-by-day life and work are like.

There are 11 Volunteer nurses in Pakistan. We know from continued observation, from the praise of Pakistani supervisors, and from the requests for 100 more like them that the nurses already in service have been successful in improving standards of nursing care and gaining the respect and confidence of their co-workers.

Attitudes of Nurses

Particularly gratifying has been the willingness of the government to assign Pakistani nurses to hospitals and dispensaries in remote areas if Volunteers will go there. The effect of this action on the attitudes of nurses towards their work is particularly important in Pakistan, where 90 per cent of the people live in rural areas but almost all of the nurses work in city hospitals.

But all of this does not begin to measure the intensity of pain or the feeling of hopelessness which comes from watching day after day as patients suffer or even die because proper sterile techniques are not observed or because needed medicines are locked in cabinets when they are needed.

The dimension of time is most difficult to articulate: the fact that for the Volunteer this feeling of hopelessness and even pain is not momentary but often persists day after day and month after month with only the intermittent relief of a particular sign of improvement. The situation is somewhat like watching your own child grow. You can see no noticeable change or improvement from day to day. But when you compare a photograph with one taken a year or two years earlier, you find you are looking at a different person.

The growth of a child is more or less inevitable, but there is no assurance here that the Volunteer nurse will succeed. Her accomplishment will depend on her efforts, her skill, a large measure of diplomacy and patience, and above all her ability to view her work as a small but important part of a large and continuing effort to improve health conditions in Pakistan.

The pre-eminence of men in Muslim society and the low regard in which nurses are traditionally held make the Volunteer nurses' job doubly difficult. The Volunteers find that it is not always enough to realize that they are significantly involved in raising the status of nurses while they struggle for professional acceptance; their male co-workers and the doctors struggle equally hard to accept them in the face of contrary social norms.

Community Development

Forty-five Volunteers in Pakistan are working in rural public works and community development. They can also be described as engineers, farmers, social workers, public-health workers. More than half live in villages. The others live in district towns or at the Comilla and Peshawar Village Academies.

The best indication of their success is a formal request for 216 more rural public-works Volunteers. East Pakistan considers these Volunteers a prerequisite for the establishment in 54 subdivisions of a public-works program based on the successful Comilla model in which several of our Volunteers have participated. East Pakistan has allocated the rupiah equivalent of $20,000,000 for this program and is prepared to assign co-workers wherever Volunteers go.

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(Continued from page 11)

West Pakistan is preparing a similar project on a smaller scale as a pilot for a much expanded program. Government officials have found that the presence of Volunteers with necessary engineering, construction, and community-development skills stimulates Union Councils (local government units) to provide labor and material resources for link roads, irrigation ditches, schools, and Union Council halls.

The government, which is interested in developing the Union Councils as strong and self-reliant, is enthusiastic about Peace Corps participation at this local-government level, where similar assistance has never been available before.

Volunteers Wanted

Both East and West Pakistan are similarly interested in obtaining many more Volunteer agricultural extension workers willing to live in villages and to communicate with farmers on a daily basis.

Obscured by this high-level enthusiasm for greatly increased programs and for the roads, ditches, schools, and demonstration plots successfully completed, are many man-years of heartache and frustrations seldom experienced in the U.S.

Take, for example, communication with farmers. It's easy to talk about in the abstract; group singing of *Pakistan Zindabad* or welcoming speeches are not really so difficult. But persuading a farmer in Punjabi or in Bengali that he should use twice as much water as he or his ancestors ever did before is another story.

For a Volunteer to do this effectively requires long and continuing hours of study, often marked by embarrassing mistakes and slow progress. Add to this the obliging tendency of villagers to say yes or give an answer to every question whether understood or not, and you have real problems. One compensation is the enthusiasm with which 90 per cent of the Pakistanis greet any honest effort to speak their languages.

Other Problems

Then there is the reluctance or the inability of a government official either to co-operate or to permit the Volunteer to undermine his job by doing the work without him. As a result, needed materials, funds, or official authorizations may be delayed for weeks or months and sometimes forever.

Months of hard work may be frustrated or even negated by transfer of an interested official to another district and his replacement by someone who thinks the Peace Corps is a youthful adjunct of the U.S. Marine Corps. (The arrival in October of Ralph Cole, 76-year-old engineer of Dallas, Tex., has helped considerably in overcoming a "Cub Scout" stigma.)

Another problem to some extent peculiar to Pakistan is an old and established pattern of society: women are almost completely subordinate; cooks won't sweep and sweepers won't cook; people with university degrees are not expected to work with their hands; and authority deriving from social circumstances or government position is extremely important.

This pattern is slowly changing and the Volunteers by their example are likely participating in this evolution. But it is difficult to avoid the self-deception which comes from the convenient assumption that help rendered to the Volunteer solely because he is an American *sahib* is as productive as that help which will continue to have effect because it derives from persuasion and real interest.

Volunteers' Reaction

The degree to which the Volunteers become immersed in this ancient social pattern brings about their wonder when, on visiting neighboring India, they see women on the streets without *burkahs*, the veils which cover the head and face.

There are now some 35 Volunteer teachers in Pakistan, most of them in the sciences. The problems they faced at first were particularly difficult in the major cities and at the higher academic levels. They found the students much more politically conscious and active than at home; student strikes were the rule; emphasis was on rote learning of standard syllabi. Frequently the need for Volunteer teachers in particular institutions was questioned. Thus "underemployment," not physical privation, was the biggest problem of the Peace Corps on arrival in Pakistan.

Job Check-Out

There is probably nothing worse for a Peace Corps Volunteer than no job at all, and the Pakistan Volunteers eagerly took on a nation-wide job check-out program. They lived and worked at each of more than 100 institutions which had requested Volunteers in order to determine what type of a job existed—if it did exist—and to give each institution some idea of what a Peace Corps Volunteer would be like. The result: about 50 per cent of the requests were discarded and the Volunteers were transferred to meaningful assignments which they had discovered.

Most of the teachers are at high schools and at technical and agricultural schools and colleges in areas where the need is apparent. They have been enthusiastically received. Willie Douglas (Tampa, Fla.), first American Negro to live among the Pathan tribesmen of the Northwest Frontier Province, was first thought to be a Nigerian but is now known as the American Willie "Khan." Willie, with his newly acquired Pushto (he learned Urdu in training), is passing on his love and knowledge of farming to the Pathan boys, who have started their own model plots in villages as far as 10 to 15 miles from Katlang Pilot High School.

This stimulation of interest in farming and in practical application of scientific knowledge is particularly important in Pakistan, where so many students of agriculture eventually enter more lucrative fields and leave farming to the uneducated. Recently, the Peace Corps office in Lahore received an announcement of Katlang High School's first Parent-Teacher Assn. meeting, attended by 300 Pathan fathers (no mothers yet).

Teaching in Bengali

One of the three jobs of Chuck Hitchcock (La Habra, Cal.) is the teaching of American history in Bengali at Rajshahi Collegiate High School. His accomplishment surprises all Pakistani educators, who are quite aware that American history is a verbal and not a demonstration course. Chuck's ability in Bengali did not come easily. It meant and still means long, hard hours of study and patient correcting of numerous mistakes.

But those who know Pakistan well believe that language is the Volunteers' single most important tool. Speaking the language is the best way, perhaps the only way, to fully understand and appreciate the Pakistani people and permit them to understand and appreciate us.

A fruitful area for Peace Corps work appears to be in the pilot high schools. Boys and girls in them are eager for education; facilities for courses in science, agriculture, industrial arts, and home economics are there—supplied by the Ford Foundation — but qualified teachers for these subjects are lacking. The Peace Corps has already demonstrated that it can fill this gap and train co-workers to carry on and expand this program.

The Peace Corps came to Pakistan in October, 1961. We are still here—and increasing. The government, the institutions, and the people want more Volunteers and have already shown a willingness to commit their own resources to Peace Corps projects.

Sizable Impact

There is an opportunity for the Peace Corps to make a sizable impact on economic development in Pakistan. But most important, the first group of Volunteers, in creating this opportunity for others despite the difficulties, mistakes, and risks of a new program, have demonstrated maturity and wisdom far beyond what could be expected and far beyond that which most of us are called upon to exercise.

In most cases, this maturity has evolved right here in Pakistan and has justified the gamble of President Kennedy and Congress on the latent resources of young Americans.

Early Impressions

Volunteer Bob Morris of Van Nuys, Cal., is teaching animal nutrition at West Pakistan Agricultural University, Lyallpur. The following is excerpted from a letter he sent to friends in the U. S. when he had been in Pakistan for eight months.

By Bob Morris

Though the initial wonder at a new environment has given away, I find each day new aspects of the Pakistani's way of life and thought instill a fascination of greater depth and the realization of what a narrow frame of reference we exist in at home.

I do not claim to understand it all and I don't ever expect to; but I do find ideas and outlooks that are intriguing. I see some things that I do not like, more that confuses me, and much that the West could benefit from studying. In any event, I doubt that any length of sojourn —certainly not two years—would render it boring, though some are finding it a bit so.

In January, I began instructing at the College of Animal Husbandry, a veterinary college in Lahore. I was doubtful of my qualifications but soon found the level was not beyond my reach; in fact, I felt I helped to raise standards in those departments in which I assisted.

Large Classes

The physiology lab was a huge, ancient, and dark affair with room for 30 students and equipment for 25 at best. When I arrived, there were 75 students to a section. This was an impossible situation. We then split the group in two, and though the subsections were still too big, we did manage to instruct them.

I have transferred to the Agricultural University at Lyallpur at the request of Dr. Sial, the Pakistani physiologist with whom I worked. He will be in charge of the animal nutrition department at the university. He is an excellent person and teacher, and I was glad to continue working with him.

We've started several nutrition experiments here. In this country, cattle are used as draft and dairy animals. To prevent depletion of herds, the slaughter of animals under 10 years old is forbidden. Thus the majority of the meat supply comes from aged animals which are generally emaciated. We hope to show that fattening these animals and thereby improving the quantity of meat can be profitable.

Project Valuable

This project is really valuable, as little research done in the colleges ever gets out to the public; the colleges have no extension service themselves now, and the one that exists in the government has no apparent connection or communication with the colleges. Our operation has actually gotten several perpetually quarrelling agencies working together. This is a minor miracle and perhaps by itself justifies the project.

I am conducting 15 hours a week of lectures and laboratory in animal nutrition. Although the students are third-year, their background for nutrition is pretty meager; so the classes must include considerable biochemistry and physiology of digestion.

The school is short-handed, so I am helping out—when time permits—as a demonstrator in the zoology labs.

My Urdu is coming along, terribly slowly it often seems, but progressing.

I took a short vacation into the mountainous Kaghan Valley. It is the most magnificent example of sheer, rugged beauty I have ever seen. The last 60 miles is on a trail scratched high on steep mountain slopes, open only to jeeps and goats. It's a harrowing trip. I had to hike the last 16 miles and I came upon a fascinating glacier.

I spent several nights with a Pathan goatherd in his cave lapping up *chapatis* (a round, flat bread), goat's milk, and the incredible view. The fishing was fabulous; that white-water river is full of German brown trout, and rarely does anyone bother them, especially up that high.

Enjoy Guitar

The Pakistanis get a big bang out of my guitar playing and American folk songs. Many have never heard a guitar before, so they fortunately assume I know how to play it adequately. I am trying to learn some of their songs, but it is difficult to fit them to guitar.

You might have read in *Time* magazine about the great work our group is doing with a leper colony. It is a lot of rather embarrassing hogwash. We've shown them a few movies for entertainment and given out a few supplies but really have done very little so far except make a few plans. Our biggest contribution seems to be that our mere interest has resulted in correction of some corrupt practices in their supply system.

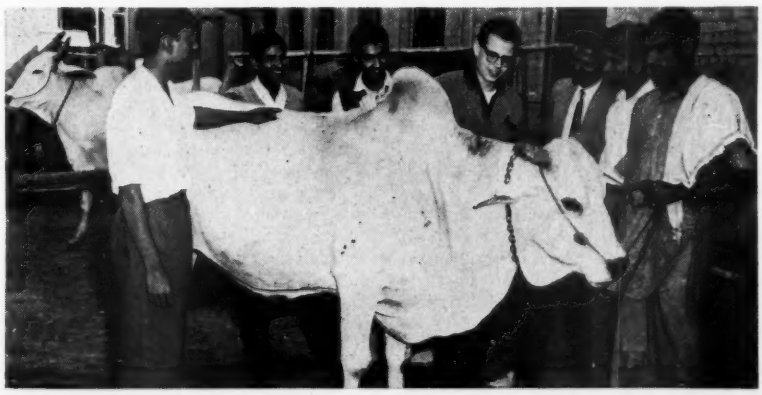
Peace Corps In Pakistan

Pakistan I: Arrived Oct. 28-Nov. 3, 1961; secondary and university teachers, secretaries, agricultural extension workers, engineers, nurses, and mechanics; 38 men and 18 women Volunteers; 30 serving in East Pakistan, 26 in West Pakistan.
Pakistan II: Arrived Sept. 28, 1962; secondary and university teachers, nurses, medical technologists, mechanics, community-development workers, agricultural extension workers, social workers, and engineers; 41 men and 22 women Volunteers; 35 serving in East Pakistan, 28 in West Pakistan.
Pakistan III: Arrival January, 1963; nurses, medical technologists, engineers, draftsmen; seven men and 31 women Volunteers. Other Pakistan projects for 1963 are planned.

The burdens and accomplishments of the Volunteers cannot be measured by recital of individual successes or even individual difficulties. Somehow, the interesting events, completed projects, and satisfied beneficiaries must be related to the dimension of time in which the Volunteer has worked with unusual patience, understanding, and maturity to achieve these results. If this is not done, the reader will receive the erroneous impression of American college boys and girls magically transforming the Bengali and Punjabi countryside with simple feats of linguistics, song, and Rube Goldberg inventions suddenly inspired. We all know that this is not the case and that to present it as such denigrates the work of the Volunteers.

—Kingston Berlew
Peace Corps Representative

BRAHMAN BULL SESSION covers the care and diet of animals in nutrition class taught by Volunteer Robert Morris (wearing glasses) at West Pakistan Agricultural University at Lyallpur.



CHEMISTRY LABORATORY at Frontier College in Peshawar is school-year domain of Barbara Payne, shown teaching Pakistani students who spent summer vacation in social-work program.

Students Break the Barrier

Volunteer Barbara Payne of Evanston, Ill., teaches chemistry at Government Frontier College for Women, Peshawar, West Pakistan.

By Barbara Payne

College students all over the world look forward to summer as a time for vacation, but not in Pakistan. College students here play an active role in national development under a requirement that they put in three months of social service over the three years of their work toward a degree. Students thus not only acquire a sense of the value of labor but also become aware of real problems facing their country.

Student projects vary considerably. The boys' colleges have sent their students to build roads, spray DDT, work in factories, or help with sociological surveys.

Because of the rigid segregation of the sexes in this country, however, jobs for women students have been confined mainly to work in hospitals, manual labor in the college, or literacy work with the servants in the college. But this year Government Frontier College for Women geared itself to make a major contribution to the community as well as to the country.

The West Pakistan Academy for Village Development is, like Frontier College, in Peshawar. The academy's main functions are social research in rural areas and the training of government personnel.

The Peace Corps is closely tied to the work of the academy. Several Volunteers and I received three weeks of orientation there when our group first arrived in Pakistan; five Volunteers now are assigned to the academy in community-development projects. So it seemed natural for us at Frontier College to ask the academy to draw up for the college's girls a program for a month of social service.

Since social work is a new concept in Pakistan, the college girls who were to engage in the program first had to learn what "social work" means. In weekly cycles, three sections of about 40 girls each studied at the academy. They heard lectures on social work, social institutions, social research, and Basic Democracy, the new concept of government introduced by President Mohammad Ayub Khan.

On the last day, the girls heard representatives of civic groups—All Pakistan Women's Assn., Federation of University Women, Rotary Club, and Ladies' Club —tell of their groups' work.

Following training, each girl was given a city or village assignment. I stayed on at the academy to help with training of the second section of girls, but I was able to observe some of our first sections of trainees working in a village nearby.

Three girls went every day to a compound in the village (each compound might have five to 10 families) and encouraged the women to keep their houses clean and observe basic hygiene rules. This job proved a challenge, because the only water available came from a muddy canal that served both as water source and refuse disposal.

The experience was enlightening to our students. Most of them were city girls who had never been to a village before. The girls carried their own water, and were able to accomplish a good amount. I was amazed to see how quickly they were accepted by the village women.

Literacy Program

My most interesting experience came when I helped two girls on a survey to find out which women wanted to learn to read and write. Village custom demanded that they wear a *burkah* (veil) in the village, and when I went with them, they insisted that I, too, wear a *burkah*. I did so with some trepidation, but my effort was appreciated. As a result of the survey, a literacy program will be started for village women.

The girls' efforts to show the women some films on disease and on community development failed because there was no place to show films during the day, and the men would not allow their women out at night.

The next week I went with another group of girl workers to a village where there were three projects going. One team had gathered the women together and had given some talks on basic cleanliness and hygiene. Then daily the girls visited the women's homes to see how they carried out the lessons.

Second Team

The second team of girls was assigned to help sick women of the village to obtain medicine. But because village women are traditionally not allowed out of the compound, the sick women had never seen a doctor, and trying to get medicine for them was therefore out of the question.

After long discussion, we convinced both the husbands and the wives that we could take the sick women to the city hospital and that they would be neither sold in the bazaar nor kept in the hospital.

A few brave women agreed to go. When they all returned safely, another group wanted to go. Perhaps in the future, the husbands will allow the women to visit the hospital on their own when they are ill.

Two of our students ran a recreation program for the village children. Only about 20 came daily because most of the children had to help in the fields. With contributions, our students bought some simple equipment. They played games, held relay races, and taught a little of the three R's besides. I'm not sure who enjoyed it more, our girls or the children.

The final week I observed the girls working in the city. In one hospital, a few girls were helping the nurses by doing tasks that orderlies do in U.S. hospitals. Furthermore, they learned to take temperatures and even to give injections.

Girls working in the outpatient clinic helped one woman doctor to do something she had been trying to do for years. Women coming to the clinic all wanted to be first to see the doctor. They didn't come alone, of course; they usually brought two or three children, and maybe their sisters and *their* children. It all added up to chaos.

Achieved Order

Our students helped to achieve some semblance of order. One of the girls expressed the feeling that we Volunteers have so often had. She spoke Urdu and English, while the women spoke Pushto or Hinco, and she wasn't able to make herself completely understood. I can sympathize with her.

Some of the girls took on the especially challenging job of obtaining free medicines for indigent patients from druggists. First, they talked with the patient about her family background and then got the doctor's prescription. Thus armed, they would go to local druggists and try to fill these needs.

In a country where many girls never go to the bazaar, this was a big task. At times they came across shopkeepers who became very angry, and the girls became discouraged.

Distribute Food

Some girls were assigned to the Child Welfare and Maternity Centers. In the centers the girls helped to distribute navy beans and United Nations Children's Fund milk. At other times they assisted the Lady Health Visitor (public-health nurse) in giving out medicines to patients, and helped with medical records in ante- and post-natal clinics.

With a spirit of "let's give it a try," we sent a group to help at the women's prison. Here also the college girls were well received. The girls helped the one teacher hold classes for those women capable of learning, while others taught the Koran to the rest of the women. Still others worked with the staff in the jail hospital.

Student-Work Program

This student-work program was the first of its kind ever tried in Pakistan. Before the program, there was generally skepticism that girls lacking training in social welfare (the mere fact that they were girls was hindrance enough) could make a concrete contribution.

Most of these girls were from wealthy families and had lived a sheltered life. But the experiences they had in social service opened new horizons for them and for other Pakistani women in the future.

In the fall, President Ayub honored the students by giving them certificates of merit for their work. Such recognition will give them an added incentive for continuing in welfare projects.

The girls' actual accomplishment was no doubt limited; many of the Pakistani women will go back to doing things the old ways, the hospitals will continue to be understaffed, and poor patients will go without medicines. But it is a start.

'Someone to Listen'

Volunteer Addis Palmer of Northport, L.I., N.Y., is a nurse, and Volunteer Jim Chapman of Pendleton, Ore., is a laboratory technician. They work at a rural dispensary in Bucheki, West Pakistan.

By Addis Palmer and Jim Chapman

The Civil Dispensary opens for business at 8 a.m. and closes at 4 p.m. During those eight hours scores of people with endless and varied ailments—some real, some imaginary—pass through our little building in Bucheki, a village in the Punjab.

In the few months since we arrived in Pakistan, this dispensary has become our home, and the villagers have become a part of our daily life. At first they were simply cases: dysenteries, eye and ear infections, burns, vitamin deficiencies, and malaria infections. Soon they became individuals, and now they are a part of us. Some are suspicious of our motives and Western ways, but most have accepted our efforts to help, and have made us feel that we belong here.

We have not found the absence of electricity, running water, heat, and a bathroom (American necessity, but luxury here) constituting any problem for survival. Instead, our "living like the natives"—a well-worn statement—does have some value.

If nothing else, it provides the villagers with some entertainment. My fear of the pressure kerosene lantern, and our struggles with buckets of water stir up a lot of laughter, as does washing our hair out under the pump or our attempt at bargaining in the bazaar.

No Day Typical

A day is never typical. A girl who has hookworm for months can be cured and return to her daily chores in a couple of days, thanks to our trusty microscope. A boy burns his hand and it becomes infected; a few shots of penicillin and he is well again. His gratitude is expressed in the gift of a few eggs the next day.

In many instances, someone to listen, pay a little attention, and show concern is all that the people need. And so it goes. . . .

Outdoor clinic draws villager with ear complaint to care of nurse Addis Palmer in Bucheki.

Promise of Progress

Volunteer Richard Smith is from Pacific City, Ore., and is a community-development worker in the Sheikhupura District of West Pakistan. His parents are teachers at the Missionary Language School, Allahabad, India.

By Richard Smith

In the office of the Union Council in the village of Dhamke, a dozen people gathered on Nov. 17 to set up a Community Development Area in which eight Volunteers would work. The chairman was Mr. Mohsin, the official responsible for all government activity in the District of Sheikhupura, which has a population of more than a million. His willingness to devote a whole day to us gave promise of his support and therefore of support from all district officials.

Five weeks before this meeting, five new Volunteers arrived in the district. Bill Lorah (Denver, Col.) a civil engineer, went right to work designing a building to house a village office and a dispensary. The foundations had now been laid and the walls were starting to rise.

Bart Duff (Adams, Ore.), an agricultural engineer, had spent the month touring the district, meeting the people, and learning local agricultural practices. Now he was eager to settle down and develop his job. One promising sign was the initiation of a small mechanized farming co-operative project which Bart will help to develop.

Transform House

Marion Owen (Seattle, Wash.), a communications engineer, and Leslie Noyes (Stratford, Conn.), a community-development worker, were living together at Dhamke and had almost completed transforming their village house into a more pleasant, healthful place to live, with white-washed walls, ventilation holes, and a good drain. The neighbor women had shown them how to repair the walls and floor with a mixture of mud and cow dung. In the process, the neighbors almost completed the work themselves.

I too am a community-development worker, and I had been living in another village 35 miles away. My "co-workers" or "students" were men who would return from the fields at dusk, watch me cook, eat, and wash my dishes, and then hold a song fest, listen to my radio, or just talk until 9 or 10 p.m.

Running a Dispensary

The three other Volunteers had already been in Pakistan for a year. Jim Chapman of Pendleton, Ore., and Addis Palmer of Northport, L.I., N.Y., a bacteriologist and a nurse, respectively, had been running a dispensary at Bucheki and Benny Cespedes (Marysville, O.), an electrical engineer teaching in Lahore three days a week, had been spending the rest of his time working in the district and defining jobs for new Volunteers.

We had been living in four areas so far apart that we used a day a week on travel to weekly team meetings. Any team activity we decided on meant using a second day on travel.

After we had placed these problems before Mr. Mohsin, Mr. Mohyuddin (our supervisor) and Deputy Peace Corps Representative Moe Sill, we decided to work in two places only 40 miles apart. This would give us two areas of concentration and also enable one group to borrow a Volunteer from the other group if necessary.

Team Effort Needed

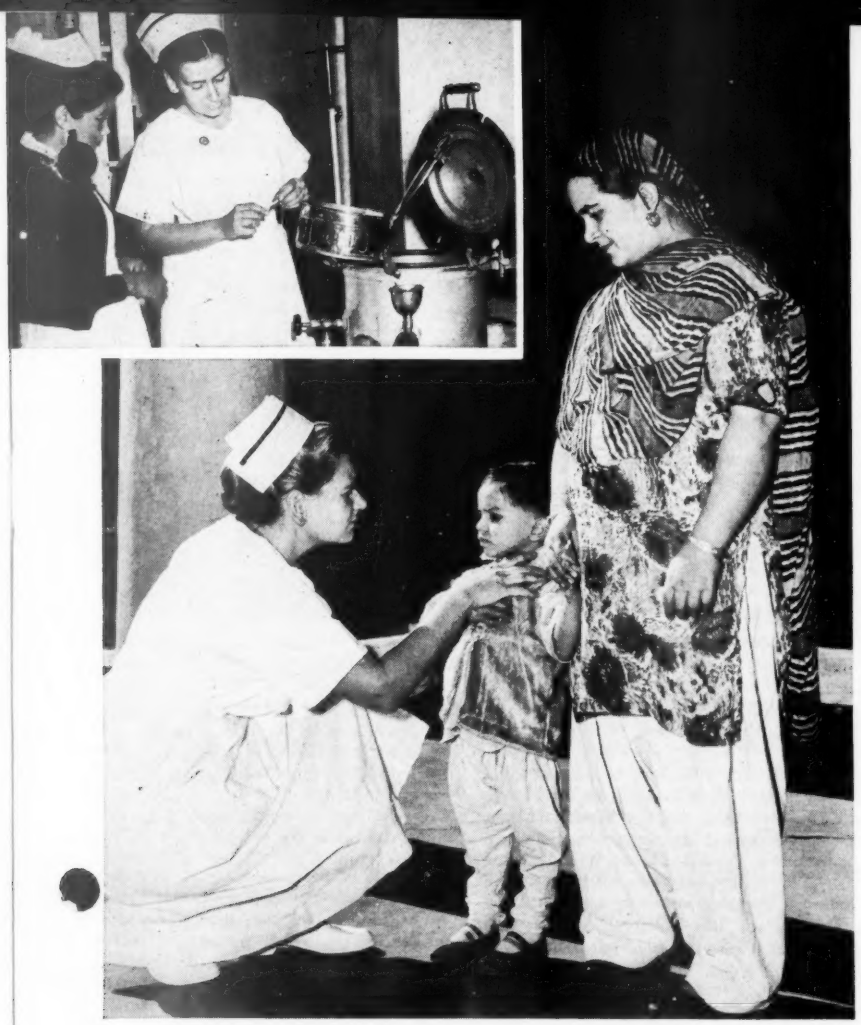
While this plan opens the way for real team effort, it does not guarantee our success in community development—there are many forces at hand to inhibit the work.

Longstanding jealousies often bring a community project to a halt. In one village, Ken Hampton of Kingman, Ariz., noticed that a drainage system could not be completed because a man had built a wall to prevent the drain from crossing his land. By doing this, he hoped to thwart the efforts directed by his rival in the community.

Yet there is real hope for community development. Increasing numbers of progressive, energetic, and efficient persons are working in villages and in government to bring to communities methods of social organization to keep pace with economic growth.

If our team can influence more Pakistanis to undertake this task, we will have some permanent effect.

Discussing projects in rural community development with Pakistanis are Volunteers Bill Lorah (right) and Dick Smith.



BUSY NURSE Regina Ruhl greets youngster in mother's tow. Above left, Regina demonstrates operation of recently acquired sterilizer, the hospital's first, to Pakistani nurse. Previously only surgical instruments could be sterilized.

Nursing at Janki Devi

Volunteer Regina Ruhl of Seattle, Wash., is director of nursing at Janki Devi Hospital, Lahore, West Pakistan.

By Regina Ruhl

Janki Devi Jamiat Singh Maternity Hospital is in Qilla Gujjar Singh District of Lahore, West Pakistan. It is set off the beaten path, down a winding, bumpy trail that branches from a main road and abuts a small village settlement.

The hospital proper, the nurses' hostel, the outpatient department, and the dispensary are all within the gates and walls of a compound. In years past, this compound housed a thriving, busy maternity hospital, but due to changes in management, to politics, to lack of interest on the part of past medical staff, and to other reasons, the standard of medical care fell off.

In the past year, the hospital's struggle to elevate its position has been noticeable.

Jack-of-all-Trades

Helping to promote better nursing practices is a 24-hour-a-day job. Technically I am the matron of the hospital, a position similar to that of a director of nurses in an American hospital. As a result, I can be—and usually am—a jack-of-all-trades, and can direct nursing care by almost any method practicable. However, this responsibility has its disadvantages, primarily because it leaves me without a counterpart and magnifies the chores at hand.

In nursing here, the accent is primarily on midwifery, but working at Janki Devi Hospital offers a wide variety of experiences. During the course of a day, the Volunteer nurse may be called on to deliver babies, take the roll of both the staff and patients, and pump by hand a mosquito-repellent gun, as well as attend to regular nursing duties.

We have to count noses because the patients have been known to flee en masse if a man enters the ward, and there are two male consultants who visit frequently, often without warning.

Ward Teaching

The Volunteer nurse is called upon constantly to teach, in one way or another. Ward teaching on an informal level goes more or less unheeded by students, mostly because the girls' schooling is based on rote memorization, and they rarely learn the powers of reasoning.

The Volunteer nurse spends a great deal of time improvising. Equipment is very scarce. With only two thermometers and two syringes and needles for a 50-bed hospital, we have to juggle duties and schedules in order to use the equipment correctly and yet to maintain some routine in the work. The same holds true for surgical instruments and linens.

The matron job also obliges me to attend each month several meetings to discuss hospital policy, nursing care, and related matters.

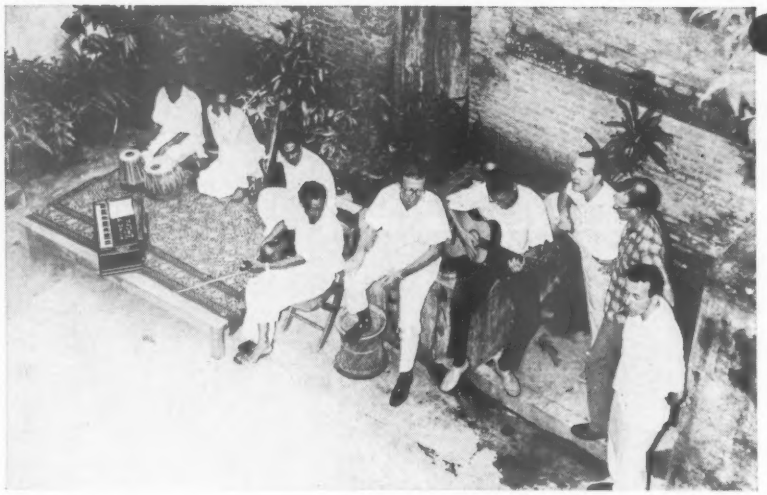
Pakistan seems to be a "Land of Locks." Everything—but everything—is padlocked. The more important the objects being hidden, the bigger the lock. Opening and closing these locks takes up a good share of the nurse's time during the day. In fact, this nurse dreams about locks at night! On the wards, the only thing not locked is medicine.

Typical Day

A typical day includes trying to solve the lock problem, a real stumbling block to adequate nursing care. Whatever nurse is in charge of a key is solely responsible for everything that the key gives access to, and she must pay for any losses. It is custom that if she goes on a vacation, the key goes with her. Action halts on anything stored in the closet—no bedding can be changed, no hot water bottles used. This problem is slowly being solved at Janki Devi.

Such is the life of a Volunteer nurse in a maternity hospital in Pakistan, and believe me, there is never a dull moment. It has its frustrations and its anxieties, and sometimes even raises the question: "Is it all worth it?" But best of all, the life has its happy times—the laughs over the language goofs, the after-duty hours spent with new friends, and just the simple, plain feeling that you are doing a real job!

East Pakistan In Uphill Struggle



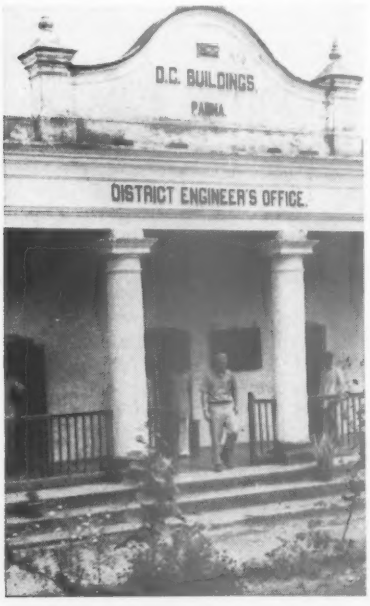
PEACE CORPS QUINTET exchanges American folk songs for Pakistani music and dance offered by their host families and job supervisors at party during fall conference in Dacca.

Jay Crook is Associate Peace Corps Representative in East Pakistan. He holds a B.A. from University of Dacca, East Pakistan, and is fluent in Bengali. Paul Slawson, Deputy Peace Corps Representative in East Pakistan, received an M.A. from Fletcher School of Law and Diplomacy and a Master of Public Administration degree from Harvard.

By Jay Crook and Paul Slawson

East Pakistan is one of the most heavily populated agricultural regions in the world, with a density of nearly 1000 persons per square mile — 55,000,000 people in an area slightly smaller than Wisconsin. With virtually the entire economy based on agriculture, using methods which have changed little in a thousand years, and with a population increasing by 800,000 a year, economic development for East Pakistan is absolutely essential.

ENGINEER'S OFFICE in Pabna is headquarters for Volunteer Peter von Christierson of Fair Oaks, Cal., shown departing for day in field.



Population outstripped food production in East Pakistan a generation ago. Currently more than 10 per cent of foodstuffs must be imported. Natural disasters—floods, cyclones, and droughts —have hit large sections of the province almost every year since independence. Thanks to the Pakistani farmer, the economy has not collapsed under these blows; but the crisis in agriculture is worsening every year. The Pakistani government with its limited resources cannot accomplish the progress necessary; but with assistance from several foreign governments and private foundations, it has begun to reverse East Pakistan's downward trend.

Sharing Problems

The Volunteers are contributing to this effort by working alongside the people in the rural areas, by sharing their problems, and by searching for solutions.

The Volunteers at the Academy for Village Development in Comilla, working with Pakistani counterparts and the villagers themselves, have made progress in saving crops, controlling flood waters, and introducing mechanized agriculture.

This year 16 Volunteers, co-operating with the Food and Agricultural Organization of the United Nations, are helping the farmers of the Kushtia region to utilize irrigation waters available to them for the first time in history.

The crisis in agriculture is closely linked to inadequate communications. Although there is good air-bus service to several parts of the province, mass transport must rely on waterways and on the railroads which were designed to service Calcutta, now across the western border in India.

Moreover, rivers divide East Pakistan into eastern and western sections, and all goods moving from one side to the other must be transshipped from railroad heads by steamer. Water transport in East Pakistan is well-developed in certain areas but is not yet adequate for the whole region.

Building Roads Difficult

The road network of East Pakistan is in its infancy, and motorable feeder routes are scarce. Road construction is expensive anywhere, but in East Pakistan the annual inundation requires almost every road be built as a causeway high above the plain. Drainage to accommodate the heavy rainfall—15 feet a year in some sections—requires many bridges and culverts in each stretch of road.

The problems of East Pakistani transport have no solution except work. Four Volunteers with engineering and surveying experience are helping in road construction. They are training Pakistani road construction crews "on the job." More Volunteer road-builders will soon join in the work.

The pace of present-day technology and the striving of all for education has placed great demands on the school system. In East Pakistan, less than one-fifth of the people can read and write even simple Bengali. For higher education, students must have facility in English. Since independence in 1947, East Pakistan has done much to increase the number of technicians in East Pakistan, but the needs of the country far outstrip the products of its schools.

Teachers Scarce

Teachers are scarce. The Peace Corps has 17 teachers in seven colleges and six high schools in East Pakistan. A team of three at Rajshahi University

lectures on American history, physical education, and international relations. There are four science teachers in the high schools at Feni, Comilla, Nandina, and Sardah. Three at Chittagong College are giving instruction in physics, chemistry, and physical education. East Pakistan has requested many more.

The need for better and expanded health service is obvious. There are few qualified nurses in the province, a number of hospitals have no trained laboratory technicians, and hospital equipment is scanty. The Peace Corps has supplied thus far six nurses and eight medical technicians to work and to train others at East Pakistani hospitals. More nurses arrived this month.

Nation-building is an exciting process, and the Volunteers and staff of the Peace Corps in East Pakistan can take pride in their part in it even though the frustrations of daily living may sometimes make them impatient.

Special Problems

The first group of Volunteers had special problems of job assignments and job definition. Qualifications spelled out in Pakistani terms mean different things to Americans, and vice versa; so there was a great deal of further definition as well as job changing for the first group.

Originally the Volunteers were concentrated in three locations, but gradually with job changes they have fanned out to eight widely-separated spots. The second group of Volunteers has added another 10 work sites.

This dispersion is part of a trend in the Peace Corps in East Pakistan to move away from cities and towns to smaller places. For the first time pairs of Volunteers are living in villages. The dispersion creates logistical and medical problems, but the Peace Corps in East Pakistan believes the results worth the extra care required.

Major Adjustment

As in other Peace Corps countries, day-to-day living in East Pakistan has its "challenges," especially in rural areas. A major adjustment must be made to the monotonous diet. There are few vegetables—during the monsoon season practically none. The meat (beef and goat) is of low quality. Rice and bananas are, however, in ample supply all year long.

The weather is extremely warm and humid for eight months of the year, but the four winter months are sunny, cool, and pleasant. Living out in the rural areas, the Volunteers stress the importance of speaking Bengali for effectiveness in understanding the life and culture around them.

An indication that the Volunteers have been well received is evident in East Pakistan's recent request for 534 more Volunteers to arrive next summer.

Bob and Bob—Mechanics

Jean Howell has volunteered her time to work with Peace Corps Volunteers in recording their experiences. She is the wife of the Asia Foundation representative in East Pakistan.

By Jean Howell

Of all Pakistan's needs, few are any greater than the need for housing. At the time of independence, when British India was divided into two countries, hundreds of thousands of people caught on the "wrong" side of the demarcation lines left their homes and joined in the great two-way migration: Hindus fled Muslim areas for India, and Muslims fled Hindu areas for Pakistan.

Many of these refugees who came to East Pakistan 15 years ago still live in shanties. One of the most ambitious schemes for resettling them has taken shape in the satellite town of Mirpur, just outside Dacca, the capital of East Pakistan.

The construction of this refugee housing is greatly facilitated by machines: bulldozers, scrapers, graders, and trucks. At Mirpur the work of two Volunteers goes into maintaining these vehicles. Robert Ahlers, of Oceanside, N.Y., and Robert George, of Stony Creek, Conn., are neither experts nor advisers. They are working mechanics. Like other Peace Corps Volunteers, they are providing essential middle-level skills.

Preventive Maintenance

After a year on the job, both feel that their most important contributions can be in the field of preventive maintenance. Naturally, they help repair breakdowns, but their prime goal is to prevent them.

MECHANIC ON DUTY is Volunteer Bob Ahlers, who maintains heavy machinery used in construction of housing in Mirpur, East Pakistan.

Traditionally, a machine here was run till it stopped for good; when it stopped, major overhaul was done. The two Bobs have introduced regular schedules for lubrication and inspection to catch small defects early. "Once you've opened up a motor and done a big job on it," they explain, "it's never quite the same again. We try to avoid having to do that."

The manuals which come with the equipment are complicated and printed, of course, in English. The Bobs are working on simplifying some of these manuals so that they can be translated into basic Bengali, enabling at least some of the mechanics to read them.

"But we don't have much time. There's always something that needs repair," they say.

Variety of Machines

Another problem is the variety of machines. "In the U. S., a contractor would try not to have more than one brand of equipment on a job, but here we have British, Dutch, German, and three kinds of American. They all need different parts; we'd need a warehouse to keep a full supply."

Even if there were a warehouse, it is unlikely that it would ever be filled. Dealers, they report, seem happy to make large equipment sales to government but much less eager to handle the spares needed for maintenance.

Frequently parts must be ordered from Karachi (1000 miles away in West Pakistan) or from abroad, or made on the spot. "These mechanics are really good at that," Ahlers says. "They can make a substitute for almost everything. It may not be perfect, but it will keep the machine going another few months."

High Praise

The Volunteers have high praise for their co-worker, the chief mechanic. "He can fix just about anything," they report.

When working conditions can be improved, the two Bobs hope to find more time to train mechanics in regular classes, instead of just dealing wtih problems as they arise.

In Pakistan, where an educated man rarely works with his hands, Bob Ahlers and Bob George bring a unique contribution of technical training and practical experience. Both view their achievements modestly. "We haven't done anything special," they tell you. "We just work every day fixing diesels."

But that, of course, is what they came to Pakistan to do.

Engineers Learn to Work Through the System

ON INSPECTION TOUR, engineers George Beetle and Mir Abadur Rahman look at sewage tank needing repair (above) and construction job of small shops (below) to be rented to merchants in Sialkot. Volunteer is dressed in suit as required of officials in wintertime.

Volunteer George Beetle of Mount Ephraim, N. J., is an engineer working in West Pakistan.

By George Beetle

The second group of Volunteers to arrive in West Pakistan included five civil engineers. Four are young men, who had graduated from college within the previous six years. The fifth member—or, better put, the first member—of the group is the Peace Corps' senior Volunteer, Ralph Cole, 76, of Dallas, Tex., a practicing engineer of more than 50 years' experience.

The five engineers were given separate and varied assignments, some in cities, others in the country: water and sewage systems, roads, urban and regional planning, and a variety of building projects, including schools, municipal buildings, and municipal shops to be rented to shopkeepers. The Volunteers are now doing everything from site location to construction supervision.

The Volunteers' work usually relates directly to local economic development. For example, one of the roads soon to be hard-surfaced in Mardan District is sorely needed by farmers to haul sugar cane, the major cash crop, to the mill for processing. Shops being built for rental in Sialkot are awaited as regular producers of revenue to finance further development schemes.

Self-Help Projects

Furthermore, many projects in rural areas are self-help; funds raised by the villagers are matched by government grants. Planning for these projects is the responsibility of the villages; yet trained personnel to do the job just doesn't exist. Thus the Volunteer engineer is playing an important role in establishing the feasibility and costs of different proposals.

The engineers are not working without obstacles. Their unfamiliarity with the materials and techniques of construction in use here will diminish with time and experience in the job. But other problems are of a more lasting nature. Among these are the dearth of funds and skilled labor for self-help projects. Further, trained support personnel—surveyors and draftsmen—are scarce and this lack represents the most challenging aspect of the Volunteer engineer's job: how to work effectively through the existing system.

The people working with the engineers are mostly co-operative and interested, and stand ready to help as much as they can. But the system remains an obstacle.

One Volunteer laments the lack of understanding for detailed preliminary studies of problems. Another notes that the system doesn't encompass needed details and facts: population records, exact prices and costs, precise specifications, and detailed plans and maps have so far remained hidden, if in fact they exist. A third engineer complains of the rigid division of labor and job, which does not encourage responsible performance from the lower echelons.

The success of any effort here must be measured by its continuing effect on the development process.

Only if the local personnel are better able to understand and attack their problems after the Volunteers have departed can any real contribution be claimed. The prospects for success are, as yet, difficult to measure, but most of the engineers are reasonably confident that their two years here will not have been ill-spent.

HUNTING SPECIMENS are Frontier Women's College zoology pupils and Martha Welsh.

Wanted: More Teachers

Pauline Birky is Peace Corps Field Liaison Representative from Colorado State University. She has a B.S. from the University of Illinois, and she has worked with the Farm Security Administration and for two years with the Near East Foundation in Iran.

By Pauline Birky

Twelve of the original 28 Volunteers in West Pakistan are teachers, both on the secondary and college levels. The Volunteers were requested because teachers in the basic sciences are scarce in Pakistan.

Although all the Volunteers teach in schools in which the instruction is given in English, language still presents a communication problem. Pakistani students have difficulty understanding the American accent in contrast to the British accent to which they are accustomed.

The Volunteers have resorted to the use of typed lectures, to notes, to explanations in Urdu, and to slow, distinct speech.

Different Curricula

A second problem is the difference in the curricula of American schools and Pakistani schools. The emphasis in Pakistani schools is on memorization. Attempts to introduce independent work and thought into Pakistani syllabi have sometimes confused the students. The students, however, are intelligent and eager to pick up the new ideas.

The teaching jobs are varied. In many cases they have been adapted to fit the particular skills of Volunteers, with the Volunteers helping to reshape their own jobs.

Philip Rupel (Orlando, Fla.), mathematics instructor at West Pakistan Agricultural University at Lyallpur, has found himself head of the department till a permanent head can be found. For some time Phil was the only member of the department and taught a total of 550 students. Phil reports, with understandable relief, that there are now three new instructors.

Soil Problems

Pakistan's problem of soil salinity and water-logging is a subject appropriate for the training and experience of David Ivra of Memphis, Tenn., as a soil scientist. Dave is teaching M. Sc. students at the Agricultural University; some of his students have had remarkable results with their demonstration plots.

Tim Sullivan of Toledo, O., and Benny Cespedes of Marysville, O., both instructors at the Lahore Polytechnic Institute, are lecturing and assisting in the laboratory work in electronics, strength testing of materials, etc. When their school was on summer vacation, Tim and Benny helped to set up and test machinery at the Rawalpindi Polytechnic Institute. Some of the machinery had been sitting in crates for many months for the lack of a qualified person to install them.

Language Facility

Terry Fayette (South Burlington, Vt.), an English and language major in the States, is teaching English at the Sialkot Government Women's College. Terry's facility in languages has been very helpful to her, and she not only speaks the Urdu language quite fluently but also reads and writes Urdu script.

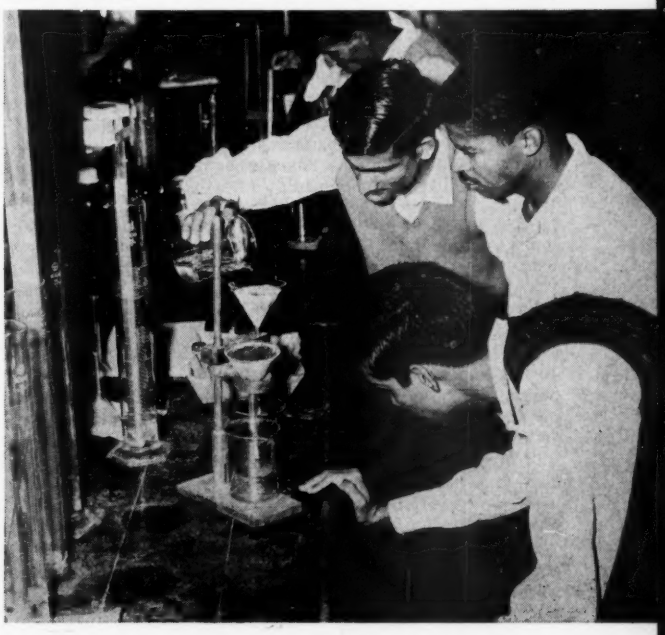
Other teachers are doing a variety of work. John Cash (Erie, Pa.) teaches biology in Lyallpur at the Agricultural University; Mary Clare Cahill (Drift, Ky.) teaches chemistry in the Women's College at Lyallpur; Freeman McKindra (Springfield, Ark.) teaches zoology at the Government Men's College at Lyallpur; and Marianne Schmidt (Waverly, Iowa) teaches library science at the Punjab University, Lahore.

Pakistan, with its forward look in education, yearly sends hundreds of students abroad to be trained as teachers, as well as training others in Pakistan. The need for teachers is, however, still great, and the country will not be able to meet the demand for many years.

In the meantime, Peace Corps Volunteer teachers are filling a real need in Pakistan. At the same time they are aiming to "work ourselves out of a job."

CUPOLAS CAP buildings of Agricultural University at Lyallpur, West Pakistan, where six Volunteer teachers help to improve farming.

ANALYZING SOILS in laboratory at Agricultural University in Lyallpur Pakistan, where six Volunteer teachers help to imporve farming.



ON SALVAGE MISSION, Comilla Volunteers Bob Taylor (at throttle) and Lloyd Goodson (center) float bulldozer across Gumti River on a flatboat raft to assist Golabari, a village covered by several feet of sand brought by flood when river broke through embankments in monsoon.

Transition in the 'Town of Tanks and Banks'

In his chronicles of World War II, Field Marshal William Joseph Slim, commander in chief, Allied Land Forces, 14th Army, South East Asia, described Comilla as "a depressing provincial town 200 miles east of Calcutta, populated with farmers and the memorial statues of British officials assassinated by the terrorists."

Comilla used to be known as "the town of tanks (ponds) and banks," the banks run by Hindus before the 1947 partition of India; it is also distinguished as being precisely on the Tropic of Cancer. The place has the air of a historical crossroads, of disconnected events almost forgotten. But recently it has become the focus of an increasingly vital movement: the site of the Pakistan Academy for Village Development.

Social Laboratory

By the time eight Peace Corps Volunteers took up their work more than a year ago, the academy had already developed the surrounding 100 square miles of fields and rivers into a highly professional social laboratory. The faculty of 10 Pakistani scholars—sociologists, economists, psychologists, statisticians—write up the procedures and results of the "pilot project" which they and the field staff of agronomists and technicians conduct, and their findings weigh heavily with the government's Planning Commission.

Comilla is a crowded (2000 persons per square mile) microcosm of the world's most fertile and poorest delta region; consequently, various international development groups such as Ford Foundation and Colombo Plan teams at the academy watch these studies not only as a fever chart of East Pakistan but also as a possible blueprint for other countries.

The field program was originated largely under Akhter Hameed Khan, a legendary figure in the pre-partition Indian Civil Service and now director of the academy. At the beginning 3½ years ago, the director announced his immediate objective: "Improved machines can become the nucleus of a cooperative group. * * * On this basis it may be possible to build bigger structures of credit and marketing. * * * Thus the idea of investment in farming will grow and replace the old idea of investment in buying land."

Co-ops Multiplied

The village co-ops multiplied, but the adoption of improved practices moved less rapidly because, in the face of recurrent floods, the individual farmer was not ready to risk whatever savings and land (less than two acres) were left him by the fractionizing system of land tenure and by the predatory *mahajan* (moneylenders).

Last winter's public-works project was a real breakthrough, for in addition to clearing 35 miles of old canals and drainage channels, and building 15 miles of embankments, the academy was able to mobilize through local leaders more than 45,000 man-days of labor: the seasonal crops were guaranteed, and local leadership emerged forcefully and with a purpose.

Volunteer Bob Burns (St. Louis, Mo.), an engineer, gave the technical advice which led to the success of the project. When he introduced the novelty of surveying the deceptively flat land, he was chased off by suspicious farmers; now his methods have proved successful for irrigation as well as flood control.

"It's not hard, the technical side," Burns said. "It's getting people to do the work that's the problem."

Currently, Volunteers Roger Hord of Portland, Ore., and Bill Gold of Seattle, Wash., are on loan from other jobs to help reconstruct an academy hostel destroyed by fire. Burns drew up the plans and supervises the work; Hord is in charge of the bricklaying; Gold takes care of the carpentry. As a measure of his confidence, the director has given them hiring, firing, and purchasing license to complete the work. The Village Academy will name the new building the Peace Corps Hostel as an expression of gratitude.

Demonstration Farm

Though the Comilla Volunteers had the primary advantage of specific job assignments, most of them have had to adapt to some tasks outside their professional backgrounds. After a year of work with food processing—most notably a rice boiler which can boil rice in half the time and at half the cost of the village method and will be introduced on a large scale this year—Volunteer Bob Taylor (Oakdale, Cal.) has settled down to his first love: cows. Taylor has set up a demonstration dairy farm

and is working to increase milk production.

Volunteers Lloyd Goodson (Thompson, Neb.) and Ken Clark (Riverside, Cal.) live and work in "downtown" Comilla at the co-operative machine shop, where their job is to keep the tractors going and to train the drivers. One innovation has been to persuade the drivers to exchange their *lungees*—sarong-like safety hazards—for long pants.

Now that many urgent technical problems facing Comilla have been confronted with formulas for solution, the director has begun to look more and more toward educational development. Volunteer Dave Phillips of Independence, Mo., is working with three primary schools, bringing the boys to the academy for training in poultry-raising, gardening, and other 4-H type activities.

Women in Purdah

Kiki McCarthy of Solvang, Cal., and Sandy Houts of Des Moines, Iowa, are doing similar work with the village women. Many villages still observe *purdah*, the traditional segregation of women from men and from life outside the home. *Purdah* means, too, that a woman who does move about in public must cover her head and face with a veil. "Because of *purdah*," Kiki says, "some of the women never move outside their own courtyard—never, for their whole lives."

Sandy, a nurse, handles the public-health part of the work. Their program —classes in sewing, weaving, kitchen gardening, home sanitation—has passed the trail-blazing stage and they can concentrate on training the staff.

When the academy's librarian left last spring, Jean Ellickson of St. Johns, Mich., assumed charge of about 7000 books and periodicals, English and Bengali, and a flow of exchange correspondence from all over the world. She has just introduced a card-carrying system to replace the finders-keepers tradition. Most of the work of Pete McDonough (Brooklyn, N.Y.) as an audio-visual technician has been with photographs for a local current-events newsboard and motion pictures. Lately, however, his interest has turned toward rural radio experimentation. This medium, he feels can reach more people and will be more familiar to the "aural-oriented" farmers of Bengal.

Aside from the factors of their own energy and ability, the success of the Comilla Volunteers has been conspicuous because of sound Pakistani leadership and organization. Their actual technical achievements have also dispelled the reservations of some older hands in the business who had expectations of the "Look, ma, I'm in the Peace Corps" syndrome.

One Volunteer described the Volunteers' situation this way: "You get a little tired hearing, 'Do you like our country?' The real question is whether enough Pakistanis themselves love their country to do for a lifetime what we're doing only for two years." Once, in response to a question, the academy director characteristically summed up his feelings: "I expected two things from the Peace Corps—job competence and dedication. They have them both. I love them."

Akhter Hameed Khan, Director of Pakistan Academy for Village Development

'Most Creative'—On Location

If one were making a list of superlatives for an East Pakistan Peace Corps Year Book, the title "most creative" would certainly go to Bill Guth of Pittsburgh, Pa. Working with a colleague, Sadeque Khan, for the Film Development Corp., Bill has already helped produce five documentary films. This team is one of East Pakistan's best examples of Peace Corps-Pakistani co-operation.

Last December, Bill together with Dan Scheerer (Huntington Station, N.Y.) were assigned to work with the department of education. But their jobs were neither meaningful nor challenging, so they began casting about for other opportunities. Bill had to look no further than the family with which he had spent a "home-stay" on his arrival in Pakistan. His home-stay "father," Khairul Kabir, is FDC's director.

Helping Hand

As soon as Khairul Kabir heard that Bill was not kept busy in his original job, he stepped in. "I think it is very bad," he says, "when a person is in a job that does not make good use of him, and I knew I could use Bill."

Bill was well qualified to work with FDC because for two years before joining the Peace Corps he was a self-employed movie producer and cameraman.

FDC is a nonprofit government corporation. It has a threefold purpose: to provide equipment and finances for private film ventures; to train promising young people in film techniques; and to produce documentary films for government agencies.

At the time of partition, Khairul Kabir explains, East Pakistan had no filming facilities whatsoever and almost no trained film personnel. As late as 1958 there was no studio or processing laboratory for motion pictures. FDC now provides studio and processing facilities to private producers for a fee. It also takes on apprentices for training in all film fields.

Bill Guth and Sadeque Khan form a production team. They are their own script-writers, sound-effects artists, cameramen, editors, and talent scouts. Although Sadeque is a free-lance while Bill works for FDC, they complement each other so well that they are usually assigned together to a job.

When a request for a film is made, Sadeque finds out exactly what is wanted. If a script is not provided, he and Bill develop the idea and plan the film story. Bill handles all the camera work, which takes him to all parts of East Pakistan. FDC labs process the film, but Sadeque and Bill do the editing, choose background music, and record narrations.

Films Completed

So far, they have completed one film on small industries, one on education, and another on development of Cox's Bazar as a tourist resort. Bill also photographed the opening of the Karnafully Dam.

Their latest project has been a film on agricultural co-operatives which is being undertaken as a joint effort of the deputy registrar of co-operatives and the Pakistan Academy for Village Development at Comilla.

—Jean Howell

Foreign Service to Require Language Fluency

The Peace Corps is not the only government agency concerned about Americans' language ability. In an effort to insure fluency in foreign tongues among American diplomats, the Foreign Service will soon require candidates to speak and read at least one foreign language fluently.

The policy, to take effect in July, was announced by Harlan Cleveland, assistant secretary of state for international organization affairs, in a recent speech to the Modern Language Assn., convening in Washington.

The following is an excerpt of Cleveland's speech:

"Public officials [have come to reject], as the Modern Language Assn. has long ago rejected, the dismal image of the tongue-tied American abroad—tongue-tied, that is, in any language but his own. A generation ago, a distinguished writer was contending in a personal history that he was the only American from the Midwest who learned to speak French.

"Five years ago, the public was being told, in a best-selling political tract disguised as a novel, that the overseas Americans were a queer lot, babbling to each other in bad English and shouting at the natives of a hundred foreign countries in the same.

"The peculiar notion that Americans neither could nor would learn foreign languages is as old and as silly as the idea that we never won a peace. Language training was in fact a crying need and standards for government service were not what they should have been. But the need was not for recrimination or ridicule; the need was for more training and higher standards. Prodded by your spur, the United States Government has gotten down in earnest to the business of language training.

"It was notoriously true that in 1958, half of all Foreign Service Officers could not speak any foreign language. Today, nearly 90 per cent have at least a working knowledge of a foreign language and 64 per cent have a professional proficiency. Not only are more officers learning languages, they are also learning more languages and harder ones. A total of 56 different languages is now being taught in Washington and in the field.

"Moreover, a special language program for Foreign Service wives was begun this year—and is already full to overflowing. I am pleased to be able to announce, to this audience above all, that beginning in July, 1963, no candidate will be accepted for the Foreign Service unless he already has both a reading and speaking fluency in at least one foreign language.

"This progress in language-learning has not been confined to the Department of State. The National Defense Act of 1958 has proved that if we understand and accept the purposes and limitations of language training, we can produce a program that will be successful, and will be handsomely supported by the American public. Today a quarter of a million students are using teaching materials developed under the research program this Act made possible.

"In time we will have an adequate number of properly trained linguists. This will be no guarantee that we know what to say; remember poor Jenny 'who in 17 languages couldn't say "no."' But it will be proof, once again, that for Americans the 'impossible' is not really out of reach, it just takes a little longer."

Training Extended To Strengthen Language Study

Language study for Peace Corps Volunteers is being given prime emphasis in training programs set up for 1963.

Two weeks are being added to standard two-month training sessions to give trainees additional time to pursue their language study.

Volunteers report that up to six months abroad are needed to become fluent in a foreign language.

Extended training will give more time for formal language instruction, laboratory work, and oral practice, designed to increase the conversational ability of Volunteers at the time of their arrival in their host countries.

Volunteers Safe in Borneo Incident

Volunteers serving in North Borneo and Sarawak emerged safely from the rebellion centered in the neighboring colony of Brunei.

Sixty-two Volunteers are engaged in health, education, engineering, and rural-development work in North Borneo and Sarawak, British colonies on the island of Borneo. About a quarter of the Volunteers were withdrawn from working sites near the fighting zone in December.

Three Volunteers who were in the trouble zone came out unharmed.

At the conclusion of a previously scheduled conference held in Jesselton, the capital of North Borneo, Volunteers returned to their work.

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